DOCUMENT RESUME

ED 034 220

CG 004 407

AUTHOR	East, Leon; Barnes, Judith A.
TITLE	Appendix 1.5 Tables. Continuation Education System Development Project. Technical Report.
INSTITUTION	La Puente Union High School District, Calif.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	68
GRANT	OEG-9-8-03513-0022-(056)
NOTE	157p.
EDRS PRICE	EDRS Price MF-$0.75 HC-$7.95
DESCRIPTORS	Bibliographies, *Continuation Education, *Continuation Students, *Dropout Identification, Dropout Problems, *Dropout Programs, Dropout Rehabilitation, Dropout Research, High School Students, Instructional Programs, *Questionnaires, Research, Secondary School Students

ABSTRACT

Over a four year period, the Continuation Education System Development Project will develop a practical instructional system capable of continuous identification and efficient response to the critical instructional needs of individual continuation high school students, or those who dropout or are pushed out, in La Puente, California. This report is a compilation of tables, including: (1) a bibliography, (2) a statement of task-develop list of objectives, and (3) various data collection instruments. (See CG 004 283, CG 004 401, CG 004 406, and CG 004 409). The research reported herein was funded under Title III of the Elementary and Secondary Education Act. (KJ)

ED034220

CONTINUATION EDUCATION SYSTEM DEVELOPMENT PROJECT

LEON EAST
project director

TECHNICAL REPORT

APPENDIX 1.5
TABLES

LA PUENTE UNION
HIGH SCHOOL DISTRICT
La Puente, California

1968

CG004 407

TABLES

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TABLE I

BIBLIOGRAPHY

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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TABLE II

TRANSCRIPTION OF CONSULTATION WITH DR. MERCER

TABLE II

INTRODUCTORY STATEMENT
TO DR. MERCER CONSULTATION

Consultation with Dr. Jane Mercer, Research Sociologist, University of California at Riverside, was held on Friday, March 15. A tape recording was made of the entire dialogue. This was then transcribed and copies of the entire consultation made. The following copy has been edited to eliminate all dialogue by Project staff member and portions of Dr. Mercer's which were repetitive or not relevant to this particular activity.

Interview Between

Dr. Jane Mercer and Miss Judith Barnes

Is it the particular issue that you are working on, which is the question of how societal groups observe and evaluate people's behavior? First of all, it's an extremely complex one and it's one that sociologists have certainly not resolved in any sense, even techniques, or how to work with, so we will be innovating and I think you need to realize this as we go into it.

Quite contrary to the other studies that you are doing, say with the military and school district, etc., that in these cases the young person entering an institutional structure where the norms are formalized; where the people receiving them are quite aware of their expectations. Now in society in general -- there you will have to take into account because it's much more complex than a single, even large, social institution -- but there are different groups that have different expectations. So the behavior that will be acceptable in a lower class setting will not be acceptable in a middle class setting so that the youngster who lives, say, in the lower class neighborhood, can maybe get away with trash in his front yard; not cutting the grass; broken windows with the pasteboard and, you know, this sort of thing will be tolerated by the neighbors and wouldn't be in a middle class neighborhood. So, instead of having another standard set of expectations it will be necessary to somehow take into account the real world that this youngster is going to live in, and realize that there is a sliding scale of values out there and that it's not that way in the military or in the school system where you have a fairly set cut-off point and you either make it past that or you are thrown out (you fail the task).

First, you'll have to think in terms of different social and economic levels in the community. Unless you focus on the neighborhoods you'll have to think in a differentiated fashion. Depending on whether it's a lower or middle or upper class neighborhood that this kid is going to try to live in. You are getting at the central issues in sociology and in a way you have cut off such a big task and I'm almost overwhelmed as I look at what you have mapped out for yourself. For example, studying the communities laws and mores and working with juvenile officers and law enforcement people. Of course, they just represent the formal norms of the community which is something quite different than your political leaders and you see, with the plan as you have it now, what you will actually get is a view of the essentially middle class community and most of your kids are from lower class homes. Most of your kids will continue to live in lower class environments, so will not through most of their life be being judged -- how should I say it -- that middle class people are not going to be significant "others" in the adult life of many of these continuation students. We know just by the fact that they haven't gotten through high school that they failed in the middle class perspective. You were going to interview about twenty-five families -- I'm not really sure what you will be able to find out in such interviews, especially if you are going to try to get a cross section of Mexican-Americans, etc. But what we have found in our interviews -- now on our Mental Retardation Study we interviewed about three-hundred (300) Mexican-American families. In the school studies we have about six-hundred (600) Mexican-American youngsters and this represents about three-hundred (300) and some families. We interviewed both mother and father in those families in two hour interviews, and we reinterviewed them again.

One of the things that you will discover is that the cultural differences are very profound and the expectational differences are very profound so that a child may be failing quite miserably by middle-class norms and yet in the eyes of his family be very successful and they have no complaints about him at all. The norms are so different and I think that one of the problems of the public schools and most of the institutions in society is that in working with kids, we come in with the middle-class way of looking at it -- the middle-class norms. We don't really know much about the world the youngster is really going to live in and the girl he's really going to marry, and the people who are really going to make judgments about him. They might not see being on welfare as necessarily a failure. We found that in some homes the mentally retarded member, if he is an adult and getting aid as totally disabled, is actually regarded as one of the most valued members of the family because he's bringing in welfare and no one else in the family can come up with that kind of a check every month. So, quite contrary from our middle-class viewpoint where he would be disesteemed, why we find quite the opposite -- that he's one of the most esteemed members of his family. It is this kind of a comparison that is hard to make and -- I'm not sure -- within the context of your study this is going to create some problems because it's very clear that you are coming in from a middle-class viewpoint -- I mean from the viewpoint you find in the schools -- saying that essentially we want to make these kids middle class. We're going to judge them by whether or not they live up to middle-class expectations and if they don't, we're going to flunk them. Which is what the schools have been doing now for decades. Really, I don't know -- within the context of what you're doing, I imagine this is a legitimate way of looking at it. Sociologically, I find that it's a bit difficult to incorporate into my own thinking. If this is your stated goal -- if what you are really trying to achieve is make these youngsters middle class by putting them in continuation school and helping them out -- if this is your goal then this is a legitimate way to judge them -- by whether police officers think they're OK and local people and the community think they're OK. I think if you face your assumptions honestly in the beginning and say now these may not be the goal to the kids and part of our problem is that they do have different goals than we do and so this is part of the real "hang up" in making continuation education work from a teacher's viewpoint. If this is then exclusively your goal, then I think it could clarify things if you could state this rather explicitly that the goal is to make these youngsters upward and mobile and to help them fit into middle-class roles. And so you're looking essentially at the middle-class community and you're talking to counselors that are very middle-class and asking them what does it take to run a successful home. You're talking to police officers, you're talking to community leaders, etc. So what you are really doing is trying to find out what behaviors, what style of life make a youngster middle-class and acceptable.

Something as simple as how much education do you think that a person needs to get along in this world -- your Mexican-American families, we found in our study, a significantly smaller number expect their youngsters to graduate from high school or even desire it as a goal. A little over 50% -- whereas in your middle-class Anglo families it's 100% or close to it and 80% or 90% would like to see them get some college. You have such different gaps on something as simple as educational expectations and I'm sure that if you begin to probe things even more sensitive, such as occupational expectations, you will get the same kinds of differences so that you won't be able to come up with a community wide expectation. I think the conclusion is that styles in family life are so different in different social classes and cultures that we really can't teach this in a sensible fashion in school. I have a feeling that family life is so personal and so varied especially in the group that you will be working with -- most of whom are lower class people from subcultures -- and you might find that the very things you were working at, say in family life, will be so contrary to everything they had ever lived that it might be very disruptive and it may be, in the long run, what you really are concerned with is helping them make it in the big community regardless of what they do at home. They may work out their relationship at home but if they can make it on the job and even in the neighborhoods it's quite different -- the style of neighborliness -- patterns of neighborhood communication are quite different. I think in the most extreme examples because extremes are in the Mexican-American neighborhood. You would be on much safer ground if you simply say we want to help these youngsters know what it takes to make it in the job world and the general community -- middle-class community -- which is 80% so we don't have to make any excuses for that 80% of the people who are middle-class. This is the world the kids live in and if they want to be part of the bigger society they have to somehow make it with this other 80%. Then you could focus in on your community leaders, on your employers, on law enforcement -- like what are the minimum sorts of things so that they can stay out of trouble. When you are stopped by a policeman because you have been speeding, and most of us get stopped sometime for speeding, how does he expect you to behave? If you mouth off and make complaints and say I wasn't doing it, even though you know you were doing it, that's not the way to get along -- that's just the way to get in trouble. Those kids will come up against policemen and I can't think of anything more practical than to teach them how to manage an encounter with a policeman when they're wrong. Maybe even when they are not wrong, but manage any kind of an encounter with a policeman. They should know what their rights are and what their rights are in relation to the employment office -- how to handle their interaction at the employment office. If you were focusing on the middle-class community you could come up with some fairly solid types of behavior. If you would not try to take into account these social class differences and family differences but just simply say quite honestly, "we're not going to try to train you for every aspect of your life, but rather for the public aspects of your life -- your public roles, your job roles, your job as a citizen, your job as a customer at a store, your roles as someone who is driving a motor vehicle who is likely to be stopped by a policeman." These would be the community roles, in a sense the public roles, and if you focus on the public roles I think you might be able to come up with some rather specific types of behavioral data that would be useful. If you can clarify this as the goal you are seeking -- not to strip the youngster of his culture and background but this something you add on as a plus to it to give him the additional skills he needs to make it in the middle-class world, then you would not have to be so concerned with his family life and his neighborhood because you figure -- this is right and this he can keep, but the public roles are the roles that the school needs to be concerned with to help him at least learn the public roles he will need to play. In these public roles as an employee and a customer, etc., it will be much easier to specify what the minimal skills that it takes to play these public roles. When you are dealing with family structures -- and I have been doing family research as one of my major areas -- and a family seems simple but it really isn't. Each structure is so different I really would just advise you to sort of set that aside and say this is the private world we cannot train him for -- his private role -- they are too varied and too different and that perhaps even in the neighborhood, unless in a general kind of way, you want to discuss the middle-class neighborhood, if you want to be openly mobile, if you plan to buy a house in the suburbs some day here are the minimal kinds of things that are expected. You don't haul junk into the back yard, etc. These are specific things that they need to know. On just the general social skills now, I am not sure you would really need to get questionnaires from your community leaders on this.

Research studies on family stability -- I know you are concerned because of what you have in this document about them being able to play family roles and develop stable families, because this is important to get along with their own families. I'm thinking more of the family that they will build themselves, their own marriages, etc. There are a series of sociological studies which show rather strongly that the key thing in the stability of a family is the job role of the head and really one of the central issues and this is what Moynihan was trying to say in his report before things became all twisted and the public misinterpreted what he really did say in his report. It has a very good basis in sociological literature in that the so-called disintegration of the Negro family is primarily tied in with the fact that the Negro head of household cannot get a job and cannot play the traditional role as head of the family. There have been studies made, one by Brokhoff, that is very good -- and I always have my family course read it. It was a study of caucasian families. These were white families during the depression and the father lost his job and after the father had lost his job role there was a period of time when the wife continued to reinforce him as leader of the family, but then as he could not find employment and they became desparate she had to go out and get a job and she began to support the family and the children had to go out and get jobs and supplement the income. The status of the father gradually declined until, if at some juncture within a relatively short period of several months it was not possible for the father to get himself a job, or in this case it was NRA (the study was done during the depression), he got a government job so he was bringing a paycheck home and then he could sort of retrieve his position playing his role of father. The family situation tended to disintegrate and become very similar to matriarchal female centered lower class negro family, which there is so much literature about. In other words the matriarchal lower classed negro family is not because of cultural differences but rather is directly related to the fact that the negro male in our society does not find it easy to get a job but it is easier for his wife to get a job. Consequently, she becomes the head of the household and he doesn't seem to have a functioning role when he can't get a job and things go to pieces. What I guess I'm saying is that even though you're concerned about the roles in the family, the most practical thing the school can do, say for a young man in continuation education, is to help him get a job skill and that the family roles will have to fall into place and become stable because it centers so much on whether he can succeed occupationally. These other things will almost take care of themselves if he can get a job and hold it and have a stable, permanent income.

Now there would also be various types of dealings with bureaucracy. This would be very helpful not only thinking of welfare, employment -- you know, like the public library. All kinds of social institutions where you have to go in and you have to ask for help and have to go to an information desk and find your way through the labyrinth. Public school bureaucrarcy -- how you work your way into a high school to get registered. There are certain ways in dealing with bureaucracies and if somehow you can tap at the basic role behaviors that a person needs when they are approaching an unknown bureaucracy of any kind and trying to find out who the person is for them to see and how you approach it. What kind of information do you need. To get some kind of a gross picture suppose you would try to make a list of the major bureaucracies that he would have to deal with outside of his own occupation. You're taking care of that and this other -- I mean just by being a citizen. He has to register to vote. There are lots of governmental bureaucracies that he would be dealing with at one time or another. He might be going into a hospital and that would be bureaucracy. You have to know how to handle emergency situations, how to work your way through a hospital, how to work your way through a big hotel or motel, how you play this type of role, and I think with giving it a little thought you could make a list of fifteen or twenty of the large institutional complexes that require dealing with some kind of a big organization. And I'm sure there are probably common elements in all of this, but then you need to know things about going into a hotel or motel, say, to get a room or even ordering a meal in a restaurant -- a large restaurant. I don't know how far down the line you want to go, but these are the behaviors that are most likely to occur and the kinds of skills that they will need. Now, who would you interview for this sort of thing? There are lots more institutions involved. In some cases I imagine, that you really have this information yourselves and it is not the sort of thing that is so difficult and uncommon that a middle-class person hasn't done it quite often. You'd have to sit down probably with your staff and make a list, because you would have to limit to some extent and perhaps the nice social things, such as how to get into a hotel and sign up for a room, maybe those things you would have to let go for the more serious role, such as an encounter with the police or the welfare of the big government bureaucracies. But there are a lot of common elements there that I think a person could focus on and with perhaps actually role playing would be the best possible thing -- to go down and actually do it. What might be more informative than even your interviews would be for you to walk through some of these situations yourself. The audience that you would be writing for. You could follow this up, if you felt like you needed to, with specific interviews with counselors and employers, private counselors and people like this. Though, again, much of this is very subtle, for example, at the hospital we did a study to try to find out -- at Pacific State Hospital for the Mentally Retarded -- as to which people managed to get their children into the hospital most expeditiously. Now this is another public bureaucracy. You have a mentally retarded child and you want to get him placed in the hospital and there are five-hundred (500) on the waiting list and they only take twenty a month so you could spend the rest of your life on the waiting list. It becomes an interesting sociological problem as to who is selected to enter the hospital. We explored all the usual sociological variables and found no significance at all, no relationships that we could tie down. What emerged was that the parents who were most able to communicate with the social worker, in her terms, were the ones who were able to get their children in. They tended to be the middle-class parents who knew what to appeal to in the social worker, they knew what kinds of family problems would tug at her heart strings and she would pull the kids in and see that they were given a high priority. There might be a lower class family with, on the surface, a much more severe family problem being caused by having this mentally retarded child at home but they were not able to present it to the social worker in a fashion that caught her emotionally.

TABLE III

STATEMENT OF TASK - DEVELOP LIST OF OBJECTIVES

CONTINUATION EDUCATION SYSTEM DEVELOPMENT PROJECT

- **LA PUENTE UNION HIGH SCHOOL DISTRICT**
- **455 N. Glendora Avenue**
- **La Puente, California 91744**
- **(213) 968-2114 or 336-6405**

LEON EAST
Project Director

TABLE III

To:

Date: April 19, 1968

Subject: Statement of Task ---
1.3 Home & Community Situations

From: Judith Barnes

Identify all the possible behavior characteristics required for success in those home and community situations where continuation school students are most likely to find themselves upon graduating from our system.

Categorize these behaviors into seven groups:

1. Health and safety
2. Child care
3. Clothing
4. Home management
5. Family relations
6. Housing and furnishing
7. Food and nutrition

Limit and constrain your list of behaviors by judging them against the following description of our continuation students:

1. Low socio-economic level
2. One-third of Mexican-American origin
3. Parents, median of tenth grade education
4. Ninety-eight percent failed one or more courses in school
5. Forty percent assigned to probation officer
6. Attend school about sixty percent of time
7. Wide range of academic ability
8. Holding power of continuation school less than one year

Utilize the lists of objectives furnished by the Vocational Education Unit of the Orange County Schools Office as the skeletal framework for your list. Eliminate those objectives which do not meet the criterion of being required for success in those kinds of situations that are likely to be frequently and significantly important to our graduates. Add to the list those objectives which do meet the criterion but which are not now included.

State each objective behaviorally (see Mager, Preparing Instructional Objectives). Return the list to this office by May 3 or sooner, if at all possible. All clerical work will be done by the staff of Continuation Education System Development Project.

J.B.

/hl

Authorized by P.L. 89-10, Sec. 301-308, TITLE III.

Grant No. OEG-9-8-03513-0022-(056)

TABLE IV

COMMUNITY SERVICE SOURCE QUESTIONNAIRE

TABLE IV

COMMUNITY SERVICE SOURCE QUESTIONNAIRE

1. Where do you most frequently do your shopping?

   Market

   Department Store

   Other

2. When you eat out, where do you usually go?

3. If you were to borrow money, what institution would you use?

4. What public agencies have directly served you during the past three years (excluding schools, police and fire)?

5. What hospitals, clinics or other health services do you use?

6. Who do you think is the most important person in this community? (Name a person or persons.)

7. Who has helped the people of your community the most? (Name a person or persons.)

TABLE V

DATA COLLECTION INSTRUMENTS

1. Home and Community Behavioral Expectations Questionnaires I - VI (English).
2. Home and Community Behavioral Expectations Questionnaires I - VI (Spanish).
3. Response Form (English).
4. Response Form (Spanish).

HOME AND COMMUNITY BEHAVIORAL EXPECTATIONS

QUESTIONNAIRE I

Health and Safety

1. A girl or boy should be able to wash and care for hair.

   Does your child do this well enough now?

2. A girl or boy should be able to prevent accidents by observing safety rules and using tools properly.

   Does your child do this well enough now?

3. A girl or boy should be able to treat simple wounds and injuries of family members.

   Does your child do this well enough now?

4. A girl or boy should be able to cleanse face properly with soap and water.

   Does your child do this well enough now?

5. A girl or boy should be able to phone and locate emergency centers in the community including: fire department, police and hospital.

   Could your child do this well enough now?

Child Development

6. A girl or boy should be able to name places that care for children such as state and private day nurseries, baby sitters, Operation Headstart programs, etc., and tell the advantages and disadvantages of each.

   Could your child do this well enough now?

7. A girl or boy should be able to see situations from the child's point of view, that is understand how a child feels about things.

   Does your child do this well enough now?

8. A girl or boy should be able to tell the reasons why brothers and sisters fight and find ways to solve these problems.

   Could your child do this well enough now?

9. A girl or boy should be able to explain what each parent is supposed to do in caring for a child.

   Could your child do this well enough now?

10. A girl or boy should be able to choose toys and things to play with that are suitable for the child at different ages and interests.

    Does your child do this well enough now?

11. A girl or boy should be able to bathe a baby?

    Could your child do this well enough now?

Matters of Clothing

12. A girl or boy should be able to clean and polish shoes.

    Does your child do this well enough now?

13. A girl or boy should be able to pick out a pattern of the right type and size and that is not too hard for her/him to make.

    Could your child do this well enough now?

14. A girl or boy should be able to pick out clothes that meet the needs and wants of various family members.

    Could your child do this well enough now?

15. A girl or boy should be able to compare store bought and home made clothes, considering; cost, time, energy, durability, appearance and workmanship.

    Could your child do this well enough now?

16. A girl or boy should know the things to look for in store bought clothes that show they are made well.

    Does your child know this well enough now?

17. A girl or boy should be able to choose nylon hose that are suitable for the individual considering; type, color, length, size and occasion.

Does your child do this well enough now?

18. A girl or boy should be able to use coin-operated laundry and dry-cleaning equipment.

Could your child do this well enough now?

Home Management

19. A girl or boy should be able to locate the different agencies in the community and what they can do for the individual or the family such as health and welfare agencies, and protective agencies such as the police and fire department.

Could your child do this well enough now?

20. A girl or boy should know problems of family members when the mother works away from home and find ways to handle these problems.

Does your child know this well enough now?

21. A girl or boy should be able to compare the advantages with disadvantages involved in being a working mother.

Could your child do this well enough now?

22. A girl or boy should be able to figure out the interest rate and total cost of items purchased on credit.

Could your child do this well enough now?

23. A girl or boy should be able to return to a store the things not wanted and give the information needed by the salesperson for that return.

Could your child do this well enough now?

Family Relationships

24. A girl or boy should be able to compare the reasons for marrying or not marrying, considering such things as; companionship, pleasure, freedom, adventure, economic security, children, happiness, self-expression, love and sex.

Could your child do this well enough now?

25. A girl or boy should know different ways to gain self-confidence.

Does your child know this well enough now?

26. A girl or boy should know what the role is of each member of the family such as what should a father be like and how is this different from his role of a husband.

Does your child know this well enough now?

27. A girl or boy should be able to tell what happens when one person in the family wants one thing and the rest of the family wants something else and know ways to solve some of these problems.

Could your child do this well enough now?

28. A girl or boy should know those times when conception is most likely to occur.

Does your child know this well enough now?

29. A girl or boy should know the differences between legal marriages and common-law marriages.

Does your child know this well enough now?

30. A girl or boy should know what maturity is and the things which show that one is mature.

Does your child know this well enough now?

31. A girl or boy should be able to tell the ways that families of various backgrounds are alike and different.

Could your child do this well enough now?

32. A girl or boy should know how children, teenagers and adults develop sexually, what can be expected and what problems there are. Some example of things they should know about are; menstruation, seminal emissions, masturbation, sexual arousal and menopause.

Does your child know this well enough now?

33. A girl or boy should be able to tell how conception takes place, how a baby develops in the womb, and how a baby is born.

Could your child do this well enough now?

34. A girl or boy should be able to practice cleanliness and dress standards in keeping with job or school requirements.

Does your child do this well enough now?

Housing and Furnishings

35. A girl or boy should be able to pick out the right kinds of large and small appliances considering what the needs of the family and its income are.

Could your child do this well enough now?

36. A girl or boy shoud be able to describe the differences in the responsibilities of being a renter and of being a home owner.

Could your child do this well enough now?

37. A girl or boy should be able to explain the total monthly costs of various types of housing including; rental or mortgage payments, taxes, utilities, repairs, maintenance, depreciation and equity.

Could your child do this well enough now?

38. A girl or boy should know what governmental restrictions there are about housing such as zoning laws, building codes, etc.

Does your child know this well enough now?

39. A girl or boy should be able to look at different kinds of apartments and compare the space, equipment and services offered with the cost of each.

Could your child do this well enough now?

40. A girl or boy should know what percentage of the budget should be used on housing needs.

Does your child know this well enough now?

Food and Nutrition

41. A girl or boy should be able to follow safety rules in buying food, preparing it and serving it.

    Does your child do this well enough now?

42. A girl or boy should be able to set tables correctly.

    Does your child do this well enough now?

43. A girl or boy should be able to read and follow a recipe.

    Does your child do this well enough now?

44. A girl or boy should be able to tell the difference between those foods that make you healthy and improve your appearance and those that are harmful.

    Could your child do this well enough now?

45. A girl or boy should be able to compare home cooked foods with that of eating in a restaurant in terms of quality of food, the cost and the time and energy spent in preparation.

    Could your child do this well enough now?

46. A girl or boy should be able to know the difference in cost, flavor and preparation time between canned, dried, frozen, fresh and instant foods.

    Does your child do this well enough now?

HOME AND COMMUNITY BEHAVIORAL EXPECTATIONS

QUESTIONNAIRE II

Health and Safety

1. A girl or boy should know what health services are available in the community such as prenatal classes, clinics, Visiting Nurses Association, etc.

   Does your child know this well enough now?

2. A girl or boy should be able to take preventative measures to control communicable diseases such as: get vaccinations and shots, chest x-rays.

   Could your child do this well enough now?

3. A girl or boy should be able to control pests such as mice, ants, bed bugs, or cockroaches by keeping the home clean and using effective pesticide as directed.

   Could your child do this well enough now?

4. A girl or boy should know the facts about venereal diseases, including their symptoms and causes.

   Does your child know this well enough now?

5. A girl or boy should be able to identify and remove potentially dangerous objects from the reach of children such as knives, scissors, pins or plastic bags.

   Could your child do this well enough now?

6. A girl or boy should be able to tell approximately what hospitalization costs.

   Could your child do this well enough now?

Child Development

7. A girl or boy should be able to tell ways children show their fears, anger, lonliness or jealousy and suggest ways to help the child control such emotions.

   Could your child do this well enough now?

8. A girl or boy should know the stages a child goes through in growing up, including the following things: 1) what a parent should expect from a child of a certain age, 2) what acceptable differences there are between children making normal growth and 3) what needs children of different ages have. Some examples; when he should start walking, why is he jealous of little brother, why doesn't he eat like his brother does.

   Does your child know this well enough now?

9. A girl or boy should be able to explain behavior problems of children and find ways to prevent and solve such problems.

   Could your child do this well enough now?

10. A girl or boy should know what the law requires of parents in taking care of their children.

    Does your child know this well enough now?

11. A girl or boy should know places in the community which provide recreation for children and teenagers.

    Does your child know this well enough now?

12. A girl or boy should be able to set a good example in food likes and eating habits for the child.

    Could your child do this well enough now?

13. A girl or boy should be able to provide a number of different indoor and outdoor activities for a child.

    Could your child do this well enough now?

Clothing

14. A girl or boy should be able to figure out a plan for adequate and practical storage of clothing.

    Could your child do this well enough now?

15. A girl or boy should be able to make over or remodel clothing.

    Does your child do this well enough now?

16. A girl or boy should be able to make simple clothes from a pattern including cutting out the pattern and reading and following the instructions on the pattern.

Does your child do this well enough now?

17. A girl or boy should know the meaning of words used in discussing fabrics and patterns.

Does your child know this well enough now?

18. A girl or boy should be able to pick out undergarments that improve the figure and don't hinder body circulation or body movement.

Does your child do this well enough now?

Home Management

19. A girl or boy should know the types of sales offered by stores and the advantages and disadvantages of each.

Does your child know this well enough now?

20. A girl or boy should be able to write a personal check.

Could your child do this well enough now?

21. A girl or boy should be able to plan ahead for the use of all money earned or received.

Does your child do this well enough now?

22. A girl or boy should know the qualities of workmanship that should be considered when buying something.

Does your child know this well enough now?

23. A girl or boy should know the advantages and disadvantages of various ways to pay such as by cash, check and money order.

Does your child know this well enough now?

24. A girl or boy should know reasons for having various types of insurance policies.

Does your child know this well enough now?

25. A girl or boy should be able to compare the services offered by different stores in order to choose the best one considering needs and income. Such stores include, department, variety, large discount, surplus, mail order, and those operated by such organizations as Veteran's Administration and Goodwill.

Could your child do this well enough now?

26. A girl or boy should be able to make a schedule of time for doing daily, weekly and monthly tasks.

Does your child do this well enough now?

Family Relationships

27. A girl or boy should know community, state and federal laws affecting minors and young adults and what happens if you break them.

Does your child know this well enough now?

28. A girl or boy should know the advantages and disadvantages of being a working mother.

Does your child know this well enough now?

29. A girl or boy should know ways to meet and make dates.

Does your child know this well enough now?

30. A girl or boy should be able to make proper introductions of parents to friends, employer to family or friends to friends of the same age.

Does your child do this well enough now?

31. A girl or boy should be able to compare the medical terms for parts of the human body and for sexual actions with the slang terms for them.

Could your child do this well enough now?

32. A girl or boy should be able to choose a hair style that is becoming, suitable for the occasion, practical and in fashion.

Does your child do this well enough now?

33. A girl or boy should know about family welfare assistance given by the state and federal governments, including the benefits, who can apply and what you have to do to get it.

Does your child know this well enough now?

34. A girl or boy should be able to determine a code of conduct that takes into consideration one's own beliefs and how the community and society expects one to behave.

Could your child do this well enough now?

35. A girl or boy should know what the problems are and some things to do about them in the one parent home, homes with aunts, uncles, grandparents present, childless homes and homes of single people.

Does your child know this well enough now?

Housing and Furnishings

36. A girl or boy should be able to refinish and recover old furniture.

Could your child do this well enough now?

37. A girl or boy should know what furniture should be in the home considering such things as family needs, activities and finances.

Does your child know this well enough now?

38. A girl or boy should know the type of housing available in the community including; apartments, housing developments, trailers, duplexes, public housing, etc.

Does your child know this well enough now?

39. A girl or boy should understand and be able to complete a rental agreement or lease.

Could your child do this well enough now?

Food and Nutrition

40. A girl or boy should know the types of kitchen equipment and how to use them.

Does your child know this well enough now?

41. A girl or boy should be able to select a well-balanced daily diet including food from the "basic four" food groups.

Could your child do this well enough now?

42. A girl or boy should be able to select food considering such things as quality, cost, care and preparation.

Could your child do this well enough now?

43. A girl or boy should be able to read a menu and place an order for a meal.

Does your child do this well enough now?

44. A girl or boy should be able to identify how one's present diet makes a difference in future health and appearance.

Could your child do this well enough now?

45. A girl or boy should be able to choose foods from the "basic four" food groups which aid in weight gain or loss.

Could your child do this well enough now?

46. A girl or boy should know the nutritional needs of family members according to their age, sex, activity and health problems.

Does your child know this well enough now?

HOME AND COMMUNITY BEHAVIORAL EXPECTATIONS

QUESTIONNAIRE III

Health and Safety

1. A girl or boy should know what truths and dangers there are in "old wives tales" about health.

   Does your child know this well enough now?

2. A girl or boy should know the effects of drinking alcoholic beverages.

   Does your child know this well enough now?

3. A girl or boy should be able to compare the value of patent medicines, or "quack" remedies, with that of prescribed medical treatment.

   Could your child do this well enough now?

4. A girl or boy should be able to give first aid.

   Does your child do this well enough now?

5. A girl or boy should be able to store, in safe places, cleaning supplies which could injure or poison children.

   Could your child do this well enough now?

6. A girl or boy should be able to select and use a deodorant that is suitable for the individual.

   Does your child do this well enough now?

7. A girl or boy should be able to practice good posture when sitting, walking, or standing.

   Does your child do this well enough now?

Child Development

8. A girl or boy should be able to clothe a baby.

   Does your child do this well enough now?

9. A girl or boy should know what services are available in the community for children with special problems such as the physically, mentally, or emotionally handicapped.

Does your child know this well enough now?

10. A girl or boy should know why children are different from each other such as why some children are shy, others bold, some cry easily, others fight, some are talkative, others quiet.

Does your child know this well enough now?

11. A girl or boy should be able to follow doctors instructions for the feeding and care of a baby.

Could your child do this well enough now?

12. A girl or boy should be able to call a doctor and describe symptoms of illness or accidents.

Does your child do this well enough now?

13. A girl or boy should be able to feed a baby.

Does your child do this well enough now?

Clothing and Textiles

14. A girl or boy should know what the current fashions are and decide which ones are in good taste and flattering to the individual.

Does your child know this well enough now?

15. A girl or boy should be able to select accessories including jewelry, scarves, hats, shoes, etc. which look good on the individual, go with the outfit and are right for the occasion.

Does your child do this well enough now?

16. A girl or boy should know what kinds of clothing are suitable for work, school, home or social occasions.

Does your child do this well enough now?

Home Management

17. A girl or boy should be able to decide on a set of values (things that one considers very important) and from these values develop a series of goals for one's life.

    Could your child do this well enough now?

18. A girl or boy should know what laws, standards, and agencies there are that protect the shopper from being cheated.

    Does your child know this well enough now?

19. A girl or boy should be able to read and use information on labels and hang tags of merchandize.

    Does your child do this well enough now?

20. A girl or boy should be able to develop a way to keep accounts of income and expenses.

    Could your child do this well enough now?

21. A girl or boy should be able to solve problems in a logical step-by-step method.

    Does your child do this well enough now?

22. A girl or boy should know how to seek help if involved with fraud or deception by contacting such agencies as; Bureau of Consumer Frauds, FTC, FDA, Legal Aid Society, Post Office Department, Small Claims Court and Better Business Bureau.

    Does your child know this well enough now?

23. A girl or boy should be able to find ways to improve work habits at home or on the job to do a better job and save time.

    Does your child do this well enough now?

24. A girl or boy should know the difference between what one really needs and what one wants and find ways to meet these needs and wants.

    Does your child know this well enough now?

25. A girl or boy should be able to prepare a bank deposit.

Could your child do this well enough now?

26. A girl or boy should be able to compare different types of credit plans such as loans from banks, credit unions, finance companies, time payment plans and charge accounts.

Could your child do this well enough now?

Family Relations

27. A girl or boy should know the emotional, social, and financial changes that have to be made by each mate during pregnancy and the first few months after baby's arrival.

Does your child know this well enough now?

28. A girl or boy should understand the truths and untruths of popular attitudes toward sex.

Does your child know this well enough now?

29. A girl or boy should know ways to improve one's educational background and job skills including such things as completing high school during the day or evening, enrolling in adult education classes, participation in government or company sponsored training programs or completing correspondence courses.

Does your child know this well enough now?

30. A girl or boy should know what behavior problems result when an individuals needs and wants are not met.

Does your child know this well enough now?

31. A girl or boy should know about the various moods one has and the reasons for them.

Does your child know this well enough now?

32. A girl or boy should know the appropriate ways to express love and affection at different ages or different places or in different relationships.

Does your child know this well enough now?

33. A girl or boy should know the reasons for and some ways to be self-supporting.

Does your child know this well enough now?

34. A girl or boy should be able to understand why people look, act and think differently.

Does your child do this well enough now?

35. A girl or boy should know and compare costs of various methods of financing a home such as FHA or VA loans.

Does your child know this well enough now?

36. A girl or boy should be able to arrange furniture in an attractive and balanced manner.

Does your child do this well enough now?

37. A girl or boy should be able to care for and repair small appliances including, toaster, electric mixers, vacuum cleaners, etc.

Does your child do this well enough now?

38. A girl or boy should be able to clean and care for furniture and cleaning equipment.

Does your child do this well enough now?

Food and Nutrition

39. A girl or boy should be able to perform routine cleaning chores in the kitchen and eating area.

Does your child do this well enough now?

40. A girl or boy should know how working mothers influence the kinds of food prepared and money spent for food.

Does your child know this well enough now?

41. A girl or boy should be able to prepare low cost meals.

Does your child do this well enough now?

42. A girl or boy should be able to understand abbreviations commonly used in recipes and cookbooks.

Does your child do this well enough now?

43. A girl or boy should be able to store foods properly to prevent spoilage.

Does your child do this well enough now?

44. A girl or boy should be able to read and follow directions on packaged foods.

Does your child do this well enough now?

45. A girl or boy should be able to prepare a grocery list and be courteous to store workers while shopping.

Does your child do this well enough now?

HOME AND COMMUNITY BEHAVIORAL EXPECTATIONS

QUESTIONNAIRE IV

Health and Safety

1. A girl or boy should be able to remove excess body hair for neat appearance.

   Does your child do this well enough now?

2. A girl or boy should be able to make and keep regular medical and dental check-ups and appointments.

   Does your child do this well enough now?

3. A girl or boy should understand the dangerous effects of untreated venereal disease.

   Does your child know this well enough now?

4. A girl or boy should keep a record of necessary medical information including immunization, birth certificate, dates and names of serious illnesses, accidents and operations for each family member.

   Could your child do this well enough now?

5. A girl or boy should be able to pick out false or partially false statements in advertisements about medicine and health treatments.

   Does your child do this well enough now?

6. A girl or boy should know and make use of exercise which will keep the individual physically fit.

   Does your child do this well enough now?

Child Development

7. A girl or boy should be able to make toys from household objects which pre-school children enjoy.

   Could your child do this well enough now?

8. A girl or boy should be able to diaper a baby.

   Could your child do this well enough now?

9. A girl or boy should be able to choose safe play materials for the child.

Could your child do this well enough now?

10. A girl or boy should be able to plan activities for a sick child.

Could your child do this well enough now?

11. A girl or boy should know the responsibilities of a baby sitter.

Does your child know this well enough now?

12. A girl or boy should be able to heat and test a baby bottle.

Could your child do this well enough now?

Clothing and Textiles

13. A girl or boy should be able to remove simple spots and stains from clothing.

Does your child do this well enough now?

14. A girl or boy should be able to compare the cost of home laundering to using coin-operated laundromat.

Could your child do this well enough now?

15. A girl or boy should be able to lengthen and shorten hems and make minor changes in clothes so that they fit better.

Does your child do this well enough now?

16. A girl or boy should be able to put on clothes in a store or at home in such a way as to prevent damage to the clothes.

Does your child do this well enough now?

17. A girl or boy should know the cost of different fabrics and the care each needs.

Does your child know this well enough now?

Home Management

18. A girl or boy should be able to prepare a budget showing income and expenses.

    Does your child do this well enough now?

19. A girl or boy should know the ways to increase personal or family income that are available in the community.

    Does your child know this well enough now?

20. A girl or boy should know ways to reduce the amount of energy required to do household chores such as when bending or lifting.

    Does your child know this well enough now?

21. A girl or boy should know how to behave when handling merchandise and talking to salespeople.

    Does your child know this well enough now?

22. A girl or boy should know how to change financial plans as the family situation changes such as when both parents work and one quits, a new baby or other persons join the family group, and special or emergency medical care is needed.

    Does your child know this well enough now?

23. A girl or boy should know the things that will affect family life when choosing a job such as location, transportation, child care, opportunities and benefits, salaries, type of job and duties.

    Does your child know this well enough now?

24. A girl or boy should know the legal responsibilities of being a creditor.

    Does your child know this well enough now?

Family Relations

25. A girl or boy should know how to get along with friends, teachers, employers or other adults.

    Does your child know this well enough now?

26. A girl or boy should be able to compare local beauty schools with professional beauty shops considering the services, cost, time spent and convenience.

Does your child do this well enough now?

27. A girl or boy should be able to take the consequences of personal or family decisions and actions.

Does your child do this well enough now?

28. A girl or boy should know the ways an individual can help change laws or practices that he doesn't like.

Does your child know this well enough now?

29. A girl or boy should know the privileges and responsibilities of each family member; for example, should a two year old have the same privilege of staying up late as a ten year old, or the same responsibilities of cleaning up his room.

Does your child know this well enough now?

30. A girl or boy should be able to recognize the signs of pregnancy.

Does your child do this well enough now?

31. A girl or boy should know those things which influence what a person thinks about himself such as the way other people treat him or school grades, etc.

Does your child know this well enough now?

32. A girl or boy should understand the physical, mental, and emotional changes that take place as one grows up such as the voice changing in a boy or teenagers not being so dependent on parents.

Does your child do this well enough now?

33. A girl or boy should understand the things that influence sexual feelings and actions such as the way girls dress and walk, or reading books and magazines about sexual things.

Does your child do this well enough now?

34. A girl or boy should know how your supposed to behave in different places such as at school, home, work, stores, or recreation.

Does your child know this well enough now?

Housing and Furnishings

35. A girl or boy should be able to compare advantages and disadvantages of different ways to heat a home including safety, cost, efficiency and so forth.

Could your child do this well enough now?

36. A girl or boy should be able to compare new and used furniture considering prices, types, appearance and construction.

Could your child do this well enough now?

37. A girl or boy should know the things that should be considered when choosing the location of housing.

Does your child know this well enough now?

38. A girl or boy should know the things that should be considered in selecting housing that will meet a family's needs and wants.

Does your child know this well enough now?

39. A girl or boy should be able to select and use the right kind of cleaning equipment, materials and products.

Could your child do this well enough now?

40. A girl or boy should know those things that influence the cost of housing including; design, construction, materials used, age of structure and condition of repair.

Does your child know this well enough now?

Food and Nutrition

41. A girl or boy should be able to plan and prepare a well-balanced breakfast, lunch and dinner.

Does your child do this well enough now?

42. A girl or boy should be able to use correct methods of measuring and be able to increase and decrease the quantities in a recipe.

Does your child do this well enough now?

43. A girl or boy should know some inexpensive foods that provide well-balanced and nutritional meals.

Does your child know this well enough now?

44. A girl or boy should know and practice standards of cleanliness in the cooking and eating areas.

Does your child know this well enough now?

45. A girl or boy should be able to compare services, cost, and goods that are provided by various types of eating places in the community such as: drive-ins, food stands, small restaurants, cafeterias, expensive restaurants.

Could your child do this well enough now?

46. A girl or boy should be able to plan and prepare meals that consider individual family member's needs, likes and dislikes.

Could your child do this well enough now?

HOME AND COMMUNITY BEHAVIORAL EXPECTATIONS

QUESTIONNAIRE V

Health and Safety

1. A girl or boy should know the things that should be considered in choosing a family doctor.

    Does your child know this well enough now?

2. A girl or boy should know the symptoms and treatment of common childhood diseases such as chicken pox, measles, mumps, cold and flu.

    Does your child know this well enough now?

3. A girl or boy should be able to identify reasons for and plan ways to solve problems of overweight.

    Could your child do this well enough now?

4. A girl or boy should know the cost, in terms of money, time, health, and energy, of using alcoholic beverages, narcotics and cigarettes.

    Does your child know this well enough now?

5. A girl or boy should be able to prepare and serve different types of special diets including soft diets, low salt diets, low sugar diets, liquid diets and bland diets.

    Could your child do this well enough now?

6. A girl or boy should know about the harmful and helpful uses of various narcotics and other drugs.

    Does your child know this well enough now?

7. A girl or boy should be able to practice standards of cleanliness by bathing and brushing teeth regularly and wearing clean clothes.

    Does your child do this well enough now?

8. A girl or boy should be able to make a plan for breaking unhealthy habits such as excessive drinking, smoking, drug use and eating.

    Does your child know this well enough now?

Child Development

9. A girl or boy should be able to plan foods and eating times so that they are a pleasant experience for the child.

   Could your child do this well enough now?

10. A girl or boy should be able to speak to and behave with children as an adult but so that the child understands.

    Does your child do this well enough now?

11. A girl or boy should be able to choose and prepare foods suitable for children at different ages in terms of amount, types of food that won't upset them, things they can cut or handle easily and so forth.

    Could your child do this well enough now?

12. A girl or boy should be able to wash and dress a child.

    Does your child do this well enough now?

13. A girl or boy should be able to use health and safety practices in the care of children.

    Does your child do this well enough now?

14. A girl or boy should be able to read and tell stories to children.

    Does your child do this well enough now?

Clothing

15. A girl or boy should be able to plan clothing suitable for wearing to work considering the kind of work done and the location.

    Could your child do this well enough now?

16. A girl or boy should be able to care for clothes through proper home laundering, ironing and daily care.

    Does your child do this well enough now?

17. A girl or boy should be able to choose clothing that is flattering by considering height, weight, body shape, face and neck shape, and arm length.

Does your child do this well enough now?

18. A girl or boy should be able to buy or make clothes that meet the needs and wants of each family member.

Could your child do this well enough now?

19. A girl or boy should be able to make plans for clothing needs considering the family income, the time involved in purchasing or making them and use of "hand-me-downs."

Could your child do this well enough now?

Home Management

20. A girl or boy should be able to understand those things that may influence buying such as advertising, moods, past experiences and training etc.

Does your child do this well enough now?

21. A girl or boy should be able to choose types of insurance needed by the individual or family including health, life, salary protection, home owner and car insurance.

Could your child do this well enough now?

22. A girl or boy should know the reasons for and the laws about: repossession, attachment of wages, and bankruptcy.

Does your child know this well enough now?

23. A girl or boy should know about Social Security benefits and regulations.

Does your child know this well enough now?

24. A girl or boy should be able to list and explain the items for which deductions from paychecks may be made.

Could your child do this well enough now?

25. A girl or boy should be able to endorse a paycheck or personal check.

Does your child do this well enough now?

26. A girl or boy should be able to choose a way to pay for something considering present and long range financial plans. For example, would it be better to borrow from the bank to buy a car, finance it with the dealer or save and pay cash.

Could your child do this well enough now?

27. A girl or boy should know how salespeople deceive and how one can be cheated through such things as advertising, mail fraud, debt consolidation plans, door to door selling, charity gyps and work-at-home schemes.

Does your child know this well enough now?

Family Relations

28. A girl or boy should know the state marriage requirements.

Does your child know this well enough now?

29. A girl or boy should be able to take care of personal hair problems such as oily hair, dry hair, damaged hair, fine hair or dandruff.

Does your child do this well enough now?

30. A girl or boy should know ways to make oneself more attractive.

Does your child know this well enough now?

31. A girl or boy should know many places to go and things to do on dates.

Does your child know this well enough now?

32. A girl or boy should know the types of problems that may be found in marriage and have possible solutions to these problems.

Does your child know this well enough now?

33. A girl or boy should be able to understand the legal rights and responsibilities of minors and adults.

Does your child do this well enough now?

34. A girl or boy should know the places in the community available for family activities.

Does your child know this well enough now?

35. A girl or boy should know some ways to take care of sexual energy and tension when sexual relations would be unwise to have.

Does your child know this well enough now?

Housing and Furnishings

36. A girl or boy should be able to compare the advantages and disadvantages of renting or buying housing.

Could your child do this well enough now?

37. A girl or boy should be able to keep the home clean and attractive.

Does your child know this well enough now?

38. A girl or boy should know the things to consider when selecting an apartment.

Does your child know this well enough now?

39. A girl or boy should be able to make simple furniture such as bookcases, desks or dressers.

Could your child do this well enough now?

Food and Nutrition

40. A girl or boy should be able to compare prices at different stores.

Does your child do this well enough now?

41. A girl or boy should know what foods can be bought in large quantities to cut costs.

Does your child know this well enough now?

42. A girl or boy should be able to tell the difference between facts, fads and fallacies about food.

Does your child do this well enough now?

43. A girl or boy should be able to compare the cost of advertised food specials with the regular cost of the item.

Does your child do this well enough now?

44. A girl or boy should know what percentage of the budget should be spent on food needs.

Does your child know this well enough now?

45. A girl or boy should be able to use sanitation practices in handling food.

Does your child do this well enough now?

46. A girl or boy should be able to change the way foods are cooked from meal to meal.

Could your child do this well enough now?

HOME AND COMMUNITY BEHAVIORAL EXPECTATIONS

QUESTIONNAIRE VI

Health and Safety

1. A girl or boy should know how to provide hospital clerks with all necessary information to admit a patient including: age of patient, method of payment for services received, and medical history of patient.

   Could your child do this well enough now?

2. A girl or boy should know the laws and penalities involved in serving or drinking alcoholic beverages and in using narcotics.

   Does your child know this well enough now?

3. A girl or boy should be able to read, use and care for a thermometer.

   Does your child do this well enough now?

4. A girl or boy should be able to give artificial respiration.

   Does your child do this well enough now?

5. A girl or boy should know some ways to solve problems of being underweight.

   Does your child know this well enough now?

Child Development

6. A girl or boy should be able to buy or make clothing that is practical for children.

   Does your child do this well enough now?

7. A girl or boy should know how to discipline a child in a way that will help him learn to discipline himself.

   Does your child know this well enough now?

8. A girl or boy should be able to plan a small child's daily routine, such as time to get up and go to bed, brush his teeth, etc.

Could your child do this well enough now?

9. A girl or boy should be able to teach a child how to dress and take care of himself.

Could your child do this well enough now?

10. A girl or boy should be able to give simple care to a child showing signs of illness.

Does your child do this well enough now?

Clothing

11. A girl or boy should know what one's figure type is and what styles of clothing are flattering to one.

Does your child know this well enough now?

12. A girl or boy should be able to buy or make clothes that wear well, are easily cared for and are attractive.

Does your child do this well enough now?

13. A girl or boy should be able to use and care for sewing equipment, such as tape measure, scissors and sewing machine.

Does your child do this well enough now?

14. A girl or boy should be able to buy fabric and notions for clothing to be made, such as zippers, thread, trim, etc.

Does your child do this well enough now?

15. A girl or boy should be able to repair rips or tears.

Does your child do this well enough now?

16. A girl or boy should know what colors are flattering to oneself.

Does your child know this well enough now?

17. A girl or boy should know what percentage of the budget should be used on clothing needs.

Does your child know this well enough now?

Home Management

18. A girl or boy should be able to compare the interest rates, withdrawal plans, and safety features of various saving institutions such as home, banks, savings and loan associations, and credit unions.

Could your child do this well enough now?

19. A girl or boy should be able to establish routines for the care of the home.

Could your child do this well enough now?

20. A girl or boy should be able to fill out simple state and federal income tax records.

Could your child do this well enough now?

21. A girl or boy should know the advantages and disadvantages of having charge plates and credit cards.

Does your child know this well enough now?

22. A girl or boy should be able to compare different credit plans to determine the least expensive in terms of money owed.

Could your child do this well enough now?

23. A girl or boy should know the reasons for having a savings account and what percentage of the budget should be put into savings.

Does your child know this well enough now?

24. A girl or boy should be able to balance a simple checkbook.

Could your child do this well enough now?

25. A girl or boy should be able to state exactly what is wanted when shopping.

Does your child do this well enough now?

26. A girl or boy should be able to set up a file of all important records, receipts, contracts, etc.

Could your child do this well enough now?

Family Relations

27. A girl or boy should know what things she/he wants and expects in a marriage partner.

Does your child know this well enough now?

28. A girl or boy should know about methods of birth control and the advantages and disadvantages of each.

Does your child know this well enough now?

29. A girl or boy should understand the things that help make a marriage successful.

Does your child do this well enough now?'

30. A girl or boy should understand the consequences of premarital intercourse.

Does your child do this well enough now?

31. A girl or boy should be able to keep combs, brushes and other grooming supplies clean.

Does your child do this well enough now?

32. A girl or boy should know how to handle his feelings in an appropriate and helpful way.

Does your child know this well enough now?

33. A girl or boy should understand some ways to grow more accepting of oneself and others.

Does your child do this well enough now?

34. A girl or boy should be able to select and use cosmetics and other skin care preparations which are right for the occasion and helpful to one's particular skin problems.

Does your child do this well enough now?

Housing

35. A girl or boy should know what is proper home lighting for different family activities.

    Does your child know this well enough now?

36. A girl or boy should be able to arrange furniture to meet the needs of family members and to make the best and most attractive use of space.

    Could your child do this well enough now?

37. A girl or boy should be able to read and understand classified ads to determine what housing is available.

    Does your child do this well enough now?

38. A girl or boy should be able to make minor home repairs such as in plumbing, roofing, etc.

    Could your child do this well enough now?

39. A girl or boy should be able to select and arrange simple accessories and flowers for various rooms in the house.

    Does your child do this well enough now?

40. A girl or boy should be able to make minor repairs on a piece of furniture.

    Does your child do this well enough now?

Food and Nutrition

41. A girl or boy should be able to prepare quick meals.

    Does your child do this well enough now?

42. A girl or boy should be able to use advertisements when planning what kind of food to buy.

    Could your child do this well enough now?

43. A girl or boy should be able to use left-over foods to lower the cost of meals.

    Does your child do this well enough now?

44. A girl or boy should be able to prepare meals using food from the "surplus" food programs.

Could your child do this well enough now?

45. A girl or boy should be able to use and care for stoves and refrigerators.

Does your child do this well enough now?

46. A girl or boy should be able to practice acceptable manners when they are eating out.

Does your child do this well enough now?

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LAS EXPECTACTÓNES DE COMPORTAMIENTO EN EL HOGAR Y LA COMUNIDAD

CUESTIONARIO I

Salud y Seguridad

1. Lavar y peinar el cabello.

   ¿Su hijo(a) hace esto ahora suficientemente bién?

2. Prevenir accidentes, observando las reglas de seguridad cuando se estén usando herramientas, máquinas de cocer u otros utensilios caceros.

   ¿Su hijo(a) hace esto ahora suficientemente bién?

3. Cuidar de lesiónes y daños sencillos de la familia.

   ¿Su hijo(a) hace esto ahora suficientemente bién?

4. Asear la cara correctamente con jabón y aqua.

   ¿Su hijo(a) hace esto ahora suficientemente bién?

5. Telefonear o localizar los centros de emergencia de la localidad, como: Bomberos, policía, hospital, etc.

   ¿Puede su hijo(a) hacer esto ahora suficientemente bién?

Desarrolo del Niño

6. Saber que instituciones o programas hay para el cuidado de niños tales como: guardería infantíl del gobierno or privadas, programas del gobierno que ayudan a los niños.

   ¿Puede su hijo(a) hacer esto ahora suficientemente bién?

7. Saber ponerse en situaciones desde el punto de vista del niño.

   ¿Su hijo(a) hace esto ahora suficientemente bién?

8. Identificar los problemas envueltos en la rivalidad entre los niños en la familia y saber los posibles métodos para resolver esos conflictos.

   ¿Puede su hijo(a) hacer esto ahora suficientemente bién?

9. Ennumerar las responsabilidades de cada padre en el cuidado del niño.

   ¿Puede su hijo(a) hacer esto ahora suficientemente bién?

10. Escoger juguetes apropiados para cada edad de los niños.

    ¿Su hijo(a) hace esto ahora suficientemente bien?

11. Bañar al nené.

    ¿Puede su hijo(a) hacer esto ahora suficientemente bién?

Ropa y Talas

12. Limpiar y sacer brillo a los zapatos.

    ¿Su hijo(a) hace esto ahora suficientemente bién?

13. Determinar el tipo y tamaño de los modelos de vestidos y escoger el modelo que esté dentro de las abilidades de la persona que cose.

    ¿Puede su hijo(a) hacer esto ahora suficientemente bién?

14. Escoger ropa de acuerdo con el gusto y la ocación de miembros de la familia.

    ¿Puede su hijo(a) hacer esto ahora suficientemente bién?

15. Saber comparar lo hecho en casa en contra de lo comprado en la tienda; como: costo, tiempo, energía, durabilidad, apariencia y calidad.

    ¿Puede su hijo(a) hacer esto ahora suficientemente bién?

16. Saber distinguir la calidad de ropa hecha.

Su hijo(a) sabe esto ahora suficientemente bién?

17 Elegir medias de nylon que la vienen a la persona; considerando, tipo, color, medida, ocación.

Su hijo(a) hace esto ahora suficientemente bien?

18. Usar máquinas de lavar y secar operadas con monedas.

Puede su hijo(a) hacer esto ahora suficientemente bién?

Administración del Hogar

19. Hacer uso de los recursos de la comunidad que son facilitados al individuo; tales como: la oficinas de salud, asistencia pública, librerías, parques de recreo, policía, bomberos, etc.

Puede su hijo(a) hacer esto ahora suficientemente bién?

20. Identificar problemas de los miembros de la familia cuando la madre trabaja fuera de la casa y encontrar modos de resolver estos problemas.

Su hijo(a) sabe esto ahora suficientemente bién?

21. Comparar y contrastar las ventajas y desventajas que envuelven a la madre que trabaja.

Puede su hijo(a) hacer esto ahora suficientemente bién?

22. Determinar el tipo de interés y el costo total de la mercancía comprada a crédito.

Puede su hijo(a) hacer esto ahora suficientemente bién?

23. Saber regresar mercancías o prendas donde fueron compradas las cuales, no le quedan bién a la persona y dar toda la información necesitada al vendedor para obtener el reembolso de la mercancía.

Puede su hijo(a) hacer esto ahora suficientemente bién?

Relación Familias

24. Apreciar las ventajas del casamiento que tienen para el individuo, como: compañerismo, plaser, libertad, aventura, seguridad económica, hijos, felicidad, amor y sexualidad.

    Puede su hijo(a) hacer esto ahora suficientemente bién?

25. Identificar los modos de ganar confianze en sí mísmo.

    Su hijo(a) sabe esto ahora suficientemente bién?

26. Definir y discutir el papel del individuo dentro de la familia; tales como: de el padre y el esposo, madre y esposa, hija, abuelos u otros familiares.

    Su hijo(a) sabe esto ahora suficientemente bién?

27. Identificar las necesidades básicas del individuo y de los familiares y saber encontrar las soluciones apropiadas.

    Puede su hijo(a) hacer esto ahora suficientemente bién?

28. Reconocer cuando el embarazo es posible.

    Su hijo(a) sabe esto ahora suficientemente bién?

29. Distinguir los previlegios y responsabilidades que el matrimonio legal tiene y el que fuera de la ley convive no tiene los mismos previlegios.

    Su hijo(a) sabe esto ahora suficientemente bien?

30. Definir maduréz de carácter y reconocer caracteristicas de la maduréz.

    Su hijo(a) sabe esto ahora suficientemente bién?

31. Ennumerar las semejazas y desemejanzas de las familias de diferentes costumbres y nacionalidades.

    Puede su hijo(a) hacer esto ahora suficientemente bién?

32. Aprender el desarrollo de los niños, jovenes y adultos y comprender la influencia que puede tener en el compartamiento de los individuos como: la mestruación, masturbación, ejecciones nocturnas, despertamiento sexual o menopausia.

    Su hijo(a) sabe esto ahora suficientemente bién?

33. Describir como se forma la concepción de una criatura y como el niño se desarrolla en el vientre de la madre y como nace.

Puede su hijo(a) hacer esto shora suficientemente bién?

34. Enseñarse a ser limpio y bién vestido, conservando los requisitos de su trabajo o escuela.

Su hijo(a) hace esto ahora suficientemente bién?

Casas y Nutricion

35. Elegir los apropiados utensilios de acuerdo con las necesidades e ingresos de la familia.

Su hijo(a) hace esto ahora suficientemente bién?

36. Describir las diferencias en las responsabilidades al rentar o comprar casa.

Puede su hijo(a) hacer esto shora suficientemente bién?

37. Determinar el costo mensual, de diferentes tipos de casas incluyendo: rentar, amortización, impuestos, gas, lúz, mantenimiento, deprecio y equidad.

Puede su hijo(a) hacer esto shora suficientemente bién?

38. Identificar restricciones gubernamentales relacionadas a casas, incluyendo leyes de zonamiento, construcción.

Su hijo(a) hace esto ahora suficientemente bién?

39. Comparar y constrastar: el espacio, equipo y servicios y costo de varios apartamentos.

Puede su hijo(a) hacer esto shora suficientemente bién?

40. Identificar el porcentage del presupuesto que se va a usar en necesidades del hogar.

Su hijo(a) sabe esto ahora suficientemente bién?

Alimentos y Nutrición

41. Identificar y seguir las reglas de seguridad al elegir los alimentos, la preparación y el servir.

Su hijo(a) hace esto ahora suficientemente bién?

42. Demonstrar correctas maneras en la mesa.

Su hijo(a) hace esto ahora suficientemente bién?

43. Leer y seguir las recetas culinarias.

Su hijo(a) hace esto ahora suficientemente bién?

44. Saber la diferencia entre alimentos que son saludables, buenos para el desarrollo y apariencia y aquellos que son dañinos.

Puede su hijo(a) hacer esto ahora suficientemente bién?

45. Comparar el costo, tiempo y energía gastadas al preparar alimentos caseros o yá cocinados listos para servir.

Puede su hijo(a) hacer esto ahora suficientemente bién?

46. Identificar las diferentes formas en que alimentos pueden comprarse y comparar el costo, tiempo de prepar, sabor, incluyendo: comidas en latas, secas, congelada, frescas o intantaneas.

Su hijo(a) hace esto ahora suficientemente bién?

LAS EXPECTACIÓNES DE COMPORTAMIENTO EN EL HOGAR Y LA COMUNIDAD

CUESTIONARIO II

Salud y Seguridad

1. Identificar los servicios de la comunidad que son afrecidos como: clases prenatales, clínicas, visitas a la asociasión de enfermeras.

   ¿Su hijo(a) sabe esto ahora suficientemente bién?

2. Tomar medidas de precaución para prevenir enfermedades contagiosas usando vacunas, rayos equis, etc.

   ¿Puede su hijo(a) hacer esto ahora suficientemente bién?

3. Controlar através de pesticidas: ratas, hormigas, chinches, piojos, etc.

   ¿Puede su hijo(a) hacer esto ahora suficientemente bién?

4. Saber los detalles de las enfermedades venereas, sus sintomas y causas.

   ¿Su hijo(a) sabe esto ahora suficientemente bién?

5. Proteger a los niños de objetos peligrosos tales como: tijeras, cuchillos, bolsas de plástico, alfileres, etc.

   ¿Puede su hijo(a) hacer esto ahora suficientemente bién?

6. Calcular el costo aproximado del hospital.

   ¿Puede su hijo(a) hacer esto ahora suficientemente bién?

Desarrollo del Niño

7. Identificar las diferentes formas de caracter que el niño demuestra através de: enojamienteo, soledad, miedo o celos y sugerir modos de ayudar al niño a contralar esas emociones.

   ¿Puede su hijo(a) hacer esto ahora suficientemente bién?

8. Reconocer las diferentes etapas en el crecimiento del niño tales como: 1) Qué debe saber el padre de los niños a cierta edad, 2) Qué diferencias hay entre los niños que crecen normalmente, 3) Qué deseos los niños tienen a diferentes edades.

¿Su hijo(a) sabe esto ahora suficientemente bién?

9. Reconocer los problemas en el compartamiento de los niños y sugerir los pasos adecuados para prevenir y resolver esos problemas.

¿Puede su hijo(a) hacer esto ahora suficientemente bién?

10. Saber las responsabilidades de los padres que tienen para el bienestar de los niños.

¿Su hijo(a) sabe esto ahora suficientemente bién?

11. Saber que lugares la comunidad ofrecen para recreo de los niños.

¿Su hijo(a) sabe esto ahora suficientemente bién?

12. Poner el ejemplo a los niños de como comer y qué comer.

¿Puede su hijo(a) hacer esto ahora suficientemente bién?

13. Proveer al niño de diferentes lugares de recreo, al aire libre y dentro de edificios.

¿Puede su hijo(a) hacer esto ahora suficientemente bién?

Ropa y Talas

14. Divisar un plan para una adecuada y práctica forma de guardar la ropa.

¿Puede su hijo(a) hacer esto ahora suficientemente bién?

15. Hacer y modificar ropa.

¿Su hijo(a) hace esto ahora suficientemente bién?

16. Coser ropa sencilla usando un molde, y recortando la tela seguiendo la instrucciónes del molde.

¿Su hijo(a) hace esto ahora suficientemente bién?

17. Definir el significado de palabras al hablar de telas y moldes.

¿Su hijo(a) sabe esto ahora suficientemente bién?

18. Escoger ropa interior que ayude a la figura de la persona sin sacrificar el confort.

¿Su hijo(a) hace esto ahora suficientemente bién?

Adminstración del Hogar

19. Identificar tipos de baratas ofrecida por las tiendas comerciales y reconocer los pros y las contras de cada una.

¿Su hijo(a) sabe esto ahora suficientemente bién?

20. Saber escribir un cheque personal.

¿Puede su hijo(a) hacer esto ahora suficientemente bién?

21. Planear como usar el dinero que se gana o se recibe.

¿Su hijo(a) hace esto ahora suficientemente bién?

22. Ennumeras la calidad de manofactura que deberá ser considerada antes de comprar cualquier mercancía.

¿Su hijo(a) sabe esto ahora suficientemente bién?

23. Ennumeras ventajas y desventajas de diferentes formas de pagos incluyendo: al contado, en cheques, órdenes de dinero, etc.

¿Su hijo(a) sabe esto ahora suficientemente bién?

24. Ennumerar razones de tener varias pólizas de seguro.

¿Su hijo(a) sabe esto ahora suficientemente bién?

25. Comparar y ver el contraste de los servicios ofrecidos por diferentes tiendas, para saber escoger de acuerdo con sus necesidades e ingresos, tiendas como departamentos, casa de descuento, administración de veteranos y tiendas que venden ordenes por correo.

¿Puede su hijo(a) hacer esto ahora suficientemente bién?

26. Hacer itinerarios de tiempo por día, semana, més que se llevan para hacer ciertas tareas.

¿Su hijo(a) hace esto ahora suficientemente bién?

Relación Familiar

27. Saber reconocer las leyes de la comunidad, estatales y federales que se refieren a los menores y jovenes y saber las consecuencias sí es que son violadas.

¿Su hijo(a) sabe esto ahora suficientemente bién?

28. Saber como aprovechar el tiempo ventajosamente cuando se esté al cuidado del hogar como: saber mantener los intereses de la familia, tener más independencia del cuidado de los hijos.

¿Su hijo(a) sabe esto ahora suficientemente bién?

29. Saber métodos de hacer citas.

¿Su hijo(a) sabe esto ahora suficientemente bién?

30. Hacer correctas presentaciones incluyendo: de padres a amigos, de patrones a familiares y amigos, amigos de la mísma edad.

¿Su hijo(a) hace esto ahora suficientemente bién?

31. Identificar y comparar palabra apropiadas en lugar de usar dichos y expresiones malas acerca del cuerpo humano y acciones sexuales.

¿Puede su hijo(a) hacer esto ahora suficientemente bién?

32. Escoger el estilo de peinado que le quede bién a la persona, apropiado para la ocasión y moda.

¿Su hijo(a) hace esto ahora suficientemente bién?

33. Saber las leyes acerca de el departamento de asistencia pública dada por el gobierno.

¿Su hijo(a) sabe esto ahora suficientemente bién?

34. Decidir el código de conducta, siguiendo sus propias creencias y como la sociedad y la comunidad esperan que uno se comporte.

¿Puede su hijo(a) hacer esto ahora suficientemente bién?

35. Realizar los problemas que hay en diferentes hogares como cuando hay un solo padre, hijos viviendo con tías o tíos, abuelos, hogares sin niños y hogares de solterro.

¿Su hijo(a) sabe esto ahora suficientemente bién?

Casas y Muebles

36. Remodelar viejos muebles.

¿Puede su hijo(a) hacer esto ahora suficientemente bién?

37. Ennumerar las necesidades escenciales que la familia tiene, concerniente a dinero y actividades.

¿Su hijo(a) sabe esto ahora suficientemente bién?

38. Distinguir diferente tiposde casa que hay disponibles en la comunidad incluyendo: apartamentos, multifamiliares, casas mobibles, apartamentos y casas ofrecidas por el gobierno, etc.

¿Su hijo(a) sabe esto ahora suficientemente bién?

39. Llenar la solicitud del arrendamiento.

¿Puede su hijo(a) hacer esto ahora suficientemente bién?

Alimentos y Nutricion

40. Distinguir estilos del equipo para la cocina y saber usarlos.

¿Su hijo(a) sabe esto ahora suficientemente bién?

41. Saber comer una dieta bién balanceades incluyendo los cuantro básicos alimentos para suficiente nutrición.

¿Puede su hijo(a) hacer esto ahora suficientemente bién?

42. Seleccionar alimentos considerando calidad, costo, cuidado y preparación.

¿Puede su hijo(a) hacer esto ahora suficientemente bién?

43. Leer e interpretar el menú y saber ordenar una comida.

¿Su hijo(a) hace esto ahora suficientemente bien?

44. Identificar los efectos de su dieta presente para tener mejor salud y apariencia.

¿Puede su hijo(a) hacer esto ahora suficientemente bien?

45. Escoger de los cuatro alimentos básicos; cuál ayuda más para una buena figura.

¿Puede su hijo(a) hacer esto ahora suficientemente bien?

46. Reconocer alimentos nutritivos que la familia necesita incluyendo, edad, sexo, actividad, y problemas de salud.

¿Su hijo(a) sabe esto ahora suficientemente bien?

LAS EXPECTACTÓNES DE COMPORTAMIENTO
EN EL HOGAR Y LA COMUNIDAD

CUESTIONARIO III

Salud y Seguridad

1. Identificar y examinar las superticiones en los hábitos de comer y usar buenos conocimientos en el uso de los alimentos.

   ¿Su hijo(a) sabe esto ahora suficientemente bién?

2. Saber las razones del porqué bebidas alcohólicas son dañinas al cuerpo.

   ¿Su hijo(a) sabe esto ahora suficientemente bién?

3. Saber distinguir medicinas aprovadas por el departamento de salud y no fiarse de remedios caseros o recomendados por incompetentes personas.

   ¿Puede su hijo(a) hacer esto ahora suficientemente bién?

4. Administrar simple curación.

   ¿Su hijo(a) hace esto ahora suficientemente bién?

5. Tener suficiente productos de limpiar par asegurar limpieza los niños de la familia.

   ¿Puede su hijo(a) hacer esto ahora suficientemente bién?

6. Experimentar con diferentes deodorantes y escoger el que mas le sirva a la persona.

   ¿Su hijo(a) hace esto ahora suficientemente bién?

7. Tener una postura correcta al sentar, caminar o al estar parado.

   ¿Su hijo(a) hacer esto ahora suficientemente bién?

Desarrollo del Niño

8. Vestir al bebé.

   ¿Su hijo(a) hace esto ahora suficientemente bien?

9. Saber los grupos o lugares que se encargan de asistir a niños que tienen necesidades especiales.

¿Su hijo(a) sabe esto ahora suficientemente bién?

10. Saber explicar porque algunos niños son tímidos y otros arrezgados, unos lloran facilmente y otros pelean, algunos son comunicatiros otros callados y otros ejemplos de diferencias individuales.

¿Su hijo(a) sabe esto ahora suficientemente bién?

11. Seguir las instrucciones del médico para el cuidado del niño, tales como alimentos y medicinas.

Puede su hijo(a) hacer esto ahora suficientemente bién?

12. Llamar al doctor y explicarle los síntomas de la enfermedad o accidente del niño.

¿Su hijo(a) hace esto ahora suficientemente bién?

13. Alimentar al bebé.

¿Su hijo(a) hace esto ahora suficientemente bién?

Ropa y Talas

14. Analizar las modas en relación con el buén gusto y con la figura de la persona.

¿Su hijo(a) sabe esto ahora suficientemente bién?

15. Escoger accesorios tales como: joyas, mascadas, sombreros, zapatos, y bolsas que van de acuerdo con la persona y la ocación.

¿Su hijo(a) hace esto ahora suficientemente bién?

16. Elegir ropa apropiada para el trabajo, escuela, casa or para ocaciones especiales.

¿Su hijo(a) hace esto ahora suficientemente bién?

Administración del Hogar

17. Definir las metas y méritos y desarrollar sus ambiciones y goles. (Saber las cosas que uno considera más-importante.)

¿Puede su hijo(a) hacer esto ahora suficientemente bién?

18. Nombrar ejemplos de las leyes, o agencias oficialas que protegen al consumidor.

¿Su hijo(a) sabe esto ahora suficientemente bién?

19. Leer y usar la información de las etiquetas y anuncios de los productos que se compran.

¿Su hijo(a) hace esto ahora suficientemente bién?

20. Desarrollar formas de contabilidad de ingresos y gastos.

¿Puede su hijo(a) hacer esto ahora suficientemente bién?

21. Resolver problemas usando el procedimiento lógico, usando paso por paso.

¿Su hijo(a) hace esto ahora suficientemente bién?

22. Buscar ayuda si fraude está de por medico, llamando a las diferentes agencias oficiales, como: Departamento de fraudes al consumidor, comunicaciones, correos, cortes, etc.

¿Su hijo(a) sabe esto ahora suficientemente bién?

23. Encontrar métodos para mejorar hábitos de trabajo, en casa o en el empleo y ahorrar tiempo.

¿Su hijo(a) hace esto ahora suficientemente bién?

24. Saber la diferencia entre deseos y necesidades y encontrar métodos para resolverlas.

¿Su hijo(a) sabe esto ahora suficientemente bién?

25. Preparar un depósito al banco.

¿Puede su hijo(a) hacer esto ahora suficientemente bién?

26. Comparar diferentes tipos de plan de créditos tales como: créditos de banco, créditos de la unión y compañias financierar; formas de pagar y cuentas a crédito.

¿Puende su hijo(a) hacer esto ahora suficientemente bién?

Relación Familiar

27. Discutir los problemas sociales y emocionales y financieros que se desarrollan entre los futuros padres durante el embarazo y saberse ajustar a las mismas.

¿Su hijo(a) sabe esto ahora suficientemente bién?

28. Identificar y discutir los pros y las contras de actitudes comunes hacia el sexo.

¿Su hijo(a) sabe esto ahora suficientemente bién?

29. Saber superarse através de la educación por medio de la escuela secundaria, nocturna or también tomar ventaja en los programas ofrecidos por compañias o por el gobierno.

¿Su hijo(a) sabe esto ahora suficientemente bién?

30. Pronosticar los problemas del individuo cuando sus necesidades so son satisfechas.

¿Su hijo(a) sabe esto ahora suficientemente bién?

31. Reconocer los cambios de carácter y saber porqué estos cambios de humor.

¿Su hijo(a) sabe esto ahora suficientemente bién?

32. Identificar el desarrollo de varios modos de saber expresar amor y afección en diferentes etapas de acuerdo con el lugar y la situación.

¿Su hijo(a) sabe esto ahora suficientemente bién?

33. Saber las razones y métodos del porque soportarse economicamente así mismo.

¿Su hijo(a) sabe esto ahora suficientemente bién?

34. Explicar porqué la gente se ve, actua, piensa y diferentemente.

¿Su hijo(a) hace esto ahora suficientemente bién?

35. Identificar órganos de los sexos masculinos, femeninos y algunos caracteristicas de ambos.

¿Su hijo(a) sabe esto ahora suficientemente bién?

Casas y Muebles

36. Saber comparar varios metodos de financiar una casa incluyendo prestamos y costos de FHA o VA.

¿Su hijo(a) sabe esto ahora suficientemente bién?

37. Colocar los muebles en la casa que se vean atractivos y bien balanciados.

¿Su hijo(a) hace esto ahora suficientemente bién?

38. Cuidar y reparar pequeños aparatos eléctricos como; tostadores, revolvedoras, planchas, aspiradoras, etc.

¿Su hijo(a) hace esto ahora suficientemente bién?

39. Limpiar y cuidar muebles y equipo.

¿Su hijo(a) hace esto ahora suficientemente bién?

Alimentos y Nutrición

40. Desempeñar rutinas para la limpieza en la cocina y en el comedor.

¿Su hifo(a) hace esto ahora suficientemente bién?

41. Cuando la madre trabaja, saber qué clase de alimentos hay que preparar y saber gastar bién el dinero en buenos alimentos.

¿Su hijo(a) sabe esto ahora suficientemente bién?

42. Identificar y preparar comidas a bajo costo.

¿Su hijo(a) hace esto ahora suficientemente bién?

43. Comprender las abreviaciones comunmente usadas en recetas y libros de cocina.

¿Su hijo(a) hace esto ahora suficientemente bién?

44. Refrigerar alimentos apropiadamente para prevenir podredumbre.

¿Su hijo(a) hace esto ahora suficientemente bién?

45. Leer y seguir direcciones en alimentos empacados.

¿Su hijo(a) hace esto ahora suficientemente bién?

46. Prepare una lista de comestibles y hacer cortesia a los empleados de la tienda mientras haciendo compras.

Su hijo(a) hace esto ahora suficientemente bién?

LAS EXPECTACIONES DE COMPORTAMIENTO EN EL HOGAR Y LA COMUNIDAD

CUESTIONARIO IV

Salud y Seguridad

1. Remover el exceso de cabello para aparecer bién presentado.

   ¿Su hijo(a) hace esto ahora suficientemente bién?

2. Visitar al doctor y dentista regularmente para prevenir enfermedades.

   ¿Su hijo(a) hace esto ahora suficientemente bién?

3. Identificar la destrucción de las enfermedades venereas cuando no son tratadas.

   ¿Su hijo(a) sabe esto ahora suficientemente bién?

4. Guardar los records de información de los miembros de la familia con toda la historia médica, incluyendo certificados de vacuna, nacimiento, fechas y nombres de enfermedades y accidentes que haya tenido la familia.

   ¿Puede su hijo(a) hacer esto ahora suficientemente bién?

5. Reconocer falsos anuncios acerca de tratamientos medicinales y de salud.

   ¿Su hijo(a) hace esto ahora suficientemente bién?

6. Conservarse en buena condición física através de ejercicios sanos.

   ¿Su hijo(a) hace esto ahora suficientemente bién?

Desarrollo del Nino

7. Construir juguetes que les gusten a los niños de edad preescolar con objetos usados en el hogar.

   ¿Puede su hijo(a) hacer esto ahora suficientemente bién?

8. Cambiar panales al bebé.

   ¿Puede su hijo(a) hacer esto ahora suficientemente bién?

9. Identificar y escoger materiales de juego para el niño que no sean peligrosos.

¿Puede su hijo(a) hacer esto ahora suficientemente bién?

10. Planear actividades para el niño cuando esté enfermo.

¿Puede su hijo(a) hacer esto ahora suficientemente bién?

11. Ennumerar las responsabilidades del encargado de cuidar los niños.

¿Su hijo(a) sabe esto ahora suficientemente bién?

12. Calentar y provar la botella del bebé.

¿Puede su hijo(a) hacer esto ahora suficientemente bién?

Ropa y Talas

13. Saber remover manchas en la ropa.

¿Su hijo(a) hace esto ahora suficientemente bién?

14. Comparar el costo de lavar la ropa en casa a la de lavar ropa en lavadoras que operan con moneda.

¿Puede su hijo(a) hacer esto ahora suficientemente bién?

15. Saber ajustar vestidos y ropa haciendo que le vengan bién a la persona.

¿Su hijo(a) hace esto ahora suficientemente bién?

16. Saber probarse la ropa en la tienda y en casa de tal manera para prevenir daño a la ropa.

¿Su hijo(a) hace esto ahora suficientemente bién?

17. Saber el costo y cuidado necesitado para el diferente tipo de telas.

¿Su hijo(a) sabe esto ahora suficientemente bién?

Administracion del Hogar

18. Preparar el presupuesto enseñanzo egresos y gastos.

    ¿Su hijo(a) hace esto ahora suficientemente bién?

19. Saber como ganar dinero en la comunidad.

    ¿Su hijo(a) sabe esto ahora suficientemente bién?

20. Saber aprovechar las energías del cuerpo de acuendo con las actividades en el hogar.

    ¿Su hijo(a) sabe esto ahora suficientemente bién?

21. Saber tratar la mercancía que se compra y tratar bién a los vendedores.

    ¿Su hijo(a) sabe esto ahora suficientemente bién?

22. Revisar los planes económicos de la familia si la situación cambia tales como: cuando ambos padres trabajan y uno decide de dejar el empleo, cuando hay otro niño u otros familiares se adhieren a la familia o en caso de emergencia médica es necesitada.

    ¿Su hijo(a) sabe esto ahora suficientemente bién?

23. Saber reconocer los factores que hay en tomar un empleo, tales como: ubicación del empleo, medios de transporte, cuidado de niños, oportunidades y beneficias, salarios, tipo de trabajo, deberes y requisitos.

    ¿Su hijo(a) sabe esto ahora suficientemente bién?

24. Saber las responsabilidades legales al aceptar crédito.

    ¿Su hijo(a) sabe esto ahora suficientemente bién?

Relación Familiar

25. Saber los necesario para llevarse bién con: amigos, maestros, patrones y otros adultos.

    ¿Su hijo(a) sabe esto ahora suficientemente bién?

26. Saber comparar diferentes servicios ofrecidos por las escuelas de belleza y salones de belleza, como tiempo, costo y conveniencia del lugar.

¿Su hijo(a) hace esto ahora suficientemente bién?

27. Demostrar abilidad para aceptar decisiones y consecuencias ya sean personales o familiares.

¿Su hijo(a) hace esto ahora suficientemente bién?

28. Reconocer caminos que ayuden a cambiar leyes o costumbres que el individuo no esté de acuerdo.

¿Su hijo(a) sabe esto ahora suficientemente bién?

29. Identificar los derechos y obligaciones de los miembros de la familia.

¿Su hijo(a) sabe esto ahora suficientemente bién?

30. Reconocer los síntomas del embarazo.

¿Su hijo(a) hace esto ahora suficientemente bién?

31. Saber que influencias que hacen que la persona piense de sí mísmo.

¿Su hijo(a) sabe esto ahora suficientemente bién?

32. Identificar los síntomas emocionales, físicos y mentales durante el crecimiento.

¿Su hijo(a) hace esto ahora suficientemente bién?

33. Identificar los factores que intervienen en el deseo sexual y acciones del mísmo.

¿Su hijo(a) hace esto ahora suficientemente bién?

34. Identificar las clases de comportamiento que se esperan del individuo en diferentes lugares como: escuela, casa, trabajo, tiendas, etc.

¿Su hijo(a) sabe esto ahora suficientemente bién?

Casas y Muebles

35. Compara los pros y las contras de diferentes modos de calentar el hogar, incluyendo, costo, eficiencia, seguridad, etc.

¿Puede su hijo(a) hacer esto ahora suficientemente bién?

36. Comparar precios, tipos y construcción de muebles, nuevos y usados.

¿Puede su hijo(a) hacer esto ahora suficientemente bién?

37. Describir los factores que intervienen para escoger el lugar de vivir.

¿Su hijo(a) sabe esto ahora suficientemente bién?

38. Describir las cosas que deberían considerar al elegir la casa apropiada.

¿Su hijo(a) sabe esto ahora suficientemente bién?

39. Selccionar y usar el apropiado equipo de limpieza, materiales, y productos.

¿Puede su hijo(a) hacer esto ahora suficientemente bién?

40. Saber que es lo que influencia el costo de una casa; como: diseño, construcción, materiales usados, que tan vieja es la estructura y condiciones que se requieren para reparla.

¿Su hijo(a) sabe esto ahora suficientemente bién?

Alimentos y Nutrición

41. Planear y preparar, desayuno, almuerzo y cena, bién balanceada.

¿Su hijo(a) hace esto ahora suficientemente bién?

42. Usar correctamente los métodos de medir y poder agregar o disminuir cantidades en una receta.

¿Su hijo(a) hace esto ahora suficientemente bién?

43. Reconocer alimentos baratos proveyendo una comida bién balanceada y nutritiva.

¿Su hijo(a) sabe esto ahora suficientemente bién?

44. Usar como regla, la limpieza al cocinar y al comer en cualquier area.

¿Su hijo(a) sabe esto ahora suficientemente bién?

45. Comparar servicios, costos y alimentos proveidos por varios tipos de lugares para comer en la comunidad; como: puestos de comida, servicio en el auto, pequeños restaurantes, cafeterias, y lujosos restaurantes.

¿Puede su hijo(a) hacer esto ahora suficientemente bién?

46. Planear y preparar comidad considerando los deseo de los miembros de la familia, gustos y disgustos de platillos.

¿Puede su hijo(a) hacer esto ahora suficientemente bién?

LAS EXPECTACIONES DE COMPORTAMIENTO
EN EL HOGAR Y LA COMUNIDAD

CUESTIONARIO V

Salud y Seguridad

1. Saber escoger un doctor que sea respetable, para consultarlo cuando sea necesitado para la familia.

   ¿Su hijo(a) sabe esto ahora suficientemente bién?

2. Identificar enfermedades de los niños como: viruela, escarlatina, resfriados, influenza, etc.

   ¿Su hijo(a) sabe esto ahora suficientemente bién?

3. Saber las razones y saber resolver los problemas de la obesidad.

   ¿Puede su hijo(a) hacer esto ahora suficientemente bién?

4. Determinar el costo, monetario, de salud y energía que se pierde al consumir bebidas alcóholicas y narcóticos.

   ¿Su hijo(a) sabe esto ahora suficientemente bién?

5. Preparar y servir diferentes tipos de dietas alimenticias balanceando el contenido de sal y azúcar, excesode grasas y aceites, etc.

   ¿Puede su hijo(a) hacer esto ahora suficientemente bién?

6. Reconocer las diferentes drogas heróicas y otras y saber el peligro en usarlas.

   ¿Su hijo(a) sabe esto ahora suficientemente bién?

7. Cuidar de su piel, dientes, manos, pies y cabello.

   ¿Su hijo(a) hace esto ahora suficientemente bién?

8. Saber planear como deshacerse de hábitos malos como: el exerivo consumo de alcóhol, alimentos y sobretodo el consumo de drogas.

   ¿Su hijo(a) sabe esto ahora suficientemente bién?

Desarrollo del Niño

9. Escoger y preparar correctamente los alimentos para los niños.

   ¿Puede su hijo(a) hacer esto ahora suficientemente bién?

10. Hablar y comportarse enfrente de los niños como adultos pero usando vocabulario que sea entendido por los niños.

    ¿Puede su hijo(a) hacer esto ahora suficientemente bién?

11. Distinguir los requisitos alimenticios del bebé, del niño, y del adolescente.

    ¿Puede su hijo(a) hacer esto ahora suficientemente bién?

12. Lavar y vestir al niño.

    ¿Su hijo(a) hace esto ahora suficientemente bién?

13. Hacerse el hábito de evitar peigrosos para los niños.

    ¿Su hijo(a) hace esto ahora suficientemente bién?

14. Leer y decir cuentos a los niños.

    ¿Su hijo(a) hace esto ahora suficientemente bién?

Ropa y Talas

15. Planear la ropa que se va a usar en el trabajo considerando la clase de trabajo y la ubicación.

    ¿Puede su hijo(a) hacer esto ahora suficientemente bién?

16. Cuidar de la ropa através de apropiada limpieza, planchar y cuidado del diario.

    ¿Su hijo(a) hace esto ahora suficientemente bién?

17. Evaluar y considerar características personales cuando se escoge ropa, incluyendo el tamaño, la forma del cuerpo, peso, cara, cuello, y brazos.

    ¿Su hijo(a) hace esto ahora suficientemente bién?

18. Escoger y seleccionar el guardarropa que llène las necesidades y deseos de cada miembro de la familia.

¿Puede su hijo(a) hacer esto ahora suficientemente bién?

19. Planear las necesidades de comprar ropa para la familia de acuerdo con los ingresos, y pasar de unos a otros ropa para el mejor uso de ropa.

¿Puede su hijo(a) hacer esto ahora suficientemente bién?

Administración del Hogar

20. Identificar los factores que influencian a decidirse a comprar cualquier producto através de anuncios y pasadas experiencias.

¿Su hijo(a) hace esto ahora suficientemente bién?

21. Escoger el tipo de seguro apropiado para el individuo o la familia, encluyendo protección de hospital, vida, salario, casa, automóbil.

¿Puede su hijo(a) hacer esto ahora suficientemente bién?

22. Identificar las leyas concernientes a: reposiciones retención de salarios y bancarrotas.

¿Su hijo(a) sabe esto ahora suficientemente bién?

23. Saber los beneficios del seguro social y sus reglamentos.

¿Su hijo(a) sabe esto ahora suficientemente bién?

24. Ennumerar y explicar en detalle las deducciones hechas en el cheque de salario.

¿Puede su hijo(a) hacer esto ahora suficientemente bién?

25. Saber endosar cheques personales o pagaderos.

¿Su hijo(a) hace esto ahora suficientemente bién?

26. Seleccionar el método apropiado pensando en el presente y futuro para pagar esas deudas. Por ejemplo: Saber si es mejor pedir prestado dinero en el banco al comprar un auto, o financiarlo con el concesionario o ahorrar pagando al contado.

¿Puede su hijo(a) hacer esto ahora suficientemente bién?

27. Identificar tipos de chantaje, incluyendo, anuncios, correo fraudulento, vendedores de puerta en puerta, imitadores de pordiosentos, falsas caridades, etc.

Su hijo(a) sabe esto ahora suficientemente bién?

Relación Familiar

28. Saber los requisitos que el estado exige para el matrimonio.

¿Su hijo(a) sabe esto ahora suficientemente bién?

29. Proteger su cabello en contra de caspa, aceite, o sequedad en el cabello.

¿Su hijo(a) hace esto ahora suficientemente bién?

30. Encontrara modos de ser persona atractiva.

¿Su hijo(a) sabe esto ahora suficientemente bién?

31. Cuando va de paseo con una muchacho(a) hay que saber entretener a la persona.

¿Su hijo(a) sabe esto ahora suficientemente bién?

32. Discutir los problemas que va a encontrarse en el matrimonio y encontrar la posible solución al problema.

¿Su hijo(a) sabe esto ahora suficientemente bién?

33. Saber los derechos y responsabilidades de menores de edad y adultos que la ley proveé.

¿Su hijo(a) hacer esto ahora suficientemente bién?

34. Saber lugares en la comunidad que ofrecen actividades para la familia.

¿Su hijo(a) sabe esto ahora suficientemente bién?

35. Saber como dirigir la energía y tensión sexual cuando estas no son dirigidas sabiamente.

¿Su hijo(a) sabe esto ahora suficientemente bién?

Casas y Muebles

36. Comparar las ventajas y desventajas al rentar o comprar casa.

¿Puede su hijo(a) hacer esto ahora suficientemente bién?

37. Tener el hogar limpio y atractivo.

¿Su hijo(a) sabe esto ahora suficientemente bién?

38. Saber los cosas al considerar el arrendamiento de un apartamento.

¿Su hijo(a) sabe esto ahora suficientemente bién?

39. Construir muebles sencillo como estantes, escritos o tocadores.

¿Puede su hijo(a) hacer esto ahora suficientemente bién?

Alimentos y Nutricion

40. Comparar precios de diferentes tiendas.

¿Su hijo(a) hace esto ahora suficientemente bién?

41. Identificar los alimentos que se puedan comprar en cantidad para ahorrarse dinero.

¿Su hijo(a) sabe esto ahora suficientemente bién?

42. Saber la diferencia entre, hechos y superticiones acerca de alimentos.

¿Su hijo(a) hace esto ahora suficientemente bién?

43. Comparar el costo de anuncios especiales en alimentos con el precio regular de los mismos.

¿Su hijo(a) hace esto ahora suficientemente bién?

44. Identificar el porcentage del presupuesto que debería de gastarse en alimentos de acuerdo con las necesidades.

¿Su hijo(a) sabe esto ahora suficientemente bién?

45. Usar metodos sanitarios en el manejo de alimentos.

¿Su hijo(a) hace esto ahora sufficientemente bién?

46. Usar variedad de platillos al cocinar.

¿Puede su hijo(a) hacer esto ahora suficientemente bién?

LAS EXPECTACIONES DE COMPORTAMIENTO EN EL HOGAR Y LA COMUNIDAD

CUESTIONARIO VI

Salud y Seguridad

1. Proveer la necesaria información cuando uno se registra en un hospital incluyendo: edad del paciente, modo de pagar por los servicios recibidos, e historia media del paciente.

   Puede su hijo(a) hacer esto ahora suficientemente bién?

2. Identificar leyes y castigos envueltos al servir bebidas alcóholicas y vender narcóticos.

   Su hijo(a) sabe esto ahora suficientemente bién?

3. Leer y usar y cuidar el termómetro.

   Su hijo(a) hace esto ahora suficientemente bién?

4. Dar respiración artificial.

   Su hijo(a) hace esto ahora suficientemente bién?

5. Saber las razones porque el individuo es demasiado delgado como: insuficiente cantidad de alimentos nutritivos, metabolísmo imbalanceado, nerviosísmo, malos y hábitos en el comer.

   Su hijo(a) sabe esto ahora suficientemente bién?

Desarrollo del Nino

6. Comprar o hacer ropa para el niño de uso práctico.

   Su hijo(a) hace esto ahora suficientemente bién?

7. Usar disciplina en el niño para enseñar a controlarse a sí mísmo.

   Su hijo(a) sabe esto ahora suficientemente bién?

8. Hacer planes diarios de como usar el tiempo del niño.

   Puede su hijo(a) hacer esto ahora suficientemente bién?

9. Enseñar al niño a vestirse y cuidarse.

   Puede su hijo(a) hacer esto ahora suficientemente bién?

10. Demostrar abilidad para dar simples remedios para el cuidado del niño cuando demuestre enfermedad.

    Su hijo(a) hace esto ahora suficientemente bién?

11. Saber escoger colores de acuerdo con las características de persona.

    Su hijo(a) sabe esto ahora suficientemente bién?

Ropa y Talas

12. Escoger guardarropas que sean duraderas y atractivas a el individuo.

    Su hijo(a) hace esto ahora suficientemente bién?

13. Usar y cuidar la máquina de coser, cinta de medir, tijeras, etc.

    Su hijo(a) hace esto ahora suficientemente bién?

14. Saber comprar telas y artículos relacionados como: cierres, hilos, encages, etc.

    Su hijo(a) hace esto ahora suficientemente bién?

15. Reparar razgaduras y descoseduras de la ropa.

    Su hijo(a) hace esto ahora suficientemente bién?

16. Saber escoger colores de acuerdo con las caracteristicas de la persona.

    Su hijo(a) sabe esto ahora suficientemente bién?

17. Identificar el porcentage del presupuesto que se usa para las necesidades de ropa.

    Su hijo(a) sabe esto ahora suficientemente bién?

Administración del Hogar

18. Comparar el interés de préstamos, previlegios de ahorrar en bancos, casas de préstano, uniones de crédito, como sacar el dinero, y seguridad que tiene al depositar el dinero en esas instituciónes.

    Puede su hijo(a) hacer esto ahora suficientemente bién?

19. Establecer rutinas para el cuidado del hogar.

Puede su hijo(a) hacer esto ahora suficientemente bién?

20. Computar simples impuestos estatales y federales.

Puede su hijo(a) hacer esto ahora suficientemente bién?

21. Saber las ventajas y desventajas de usar tarjetas de crédito.

Su hijo(a) sabe esto ahora suficientemente bién?

22. Saber las formas de comprar a crédito y determinar cuál es la más ventajoso para la persona.

Puede su hijo(a) hacer esto ahora suficientemente bién?

23. Saber las ventajas del ahorro y que porcentage del presupuest o deber ser ahorrado.

Su hijo(a) sabe esto ahora suficientemente bién?

24. Saber el balance de su libro de cheques o chequera.

Puede su hijo(a) hacer esto ahora suficientemente bién?

25. Establecer exactamente qué és lo que se quiere cuando uno va de compras.

Su hijo(a) hace esto ahora suficientemente bién?

26. Guardar en lugar especial documentos importantes como, recibos, contratos, etc.

Puede su hijo(a) hacer esto ahora suficientemente bién?

Relación Familiar

27. Reconocer las qualidades del futuro esposo o esposa que uno va a elegir como compañera(o).

Su hijo(a) sabe esto ahora suficientemente bién?

28. Saber los métodos para controlar la natalidad y darse cuenta de las desventajes que tiene si no se controla.

Su hijo(a) sabe esto ahora sufientemente bién?

29. Saber identificar los factores que contribuyen para tener éxito en el matrimonio.

Su hijo(a) hace esto ahora suficientemente bién?

30. Discutir las ventajas y desventajas de relacion sexual sin estar casado.

Su hijo(a) hace esto ahora suficientemente bién?

31. Conservar limpiamente sus artículos personales como, peine, cepillos, pasta de dientes, etc.

Su hijo(a) hace esto ahora suficientemente bién?

32. Saber controlar sus acciones en lugar de hacer cosas inapropiades.

Su hijo(a) sabe esto ahora suficientemente bién?

33. Demostrar abilidad para conocerse a sí mísmo y como otras gentes son en realidad.

Su hijo(a) hace esto ahora suficientemente bién?

34. Elegir el uso de cosméticos y otros productos para el uso correcto en la piel de la cara.

Su hijo(a) hace esto ahora suficientemente bién?

Casas y Muebles

35. Proveer lúz apropiada en el hogar para las actividades de la familia.

Su hijo(a) sabe esto ahora suficientemente bién?

36. Arreglar los muebles de la casa en tal forma en que llenen las necessidades de los miembros de la familia y el uso de espacio efectivamente y el arreglo atractivo de los mísmos.

Puede su hijo(a) hacer esto ahora suficientemente bién?

37. Leer anuncios en periódicos y revistas acerca de casas en venta o por ventar.

Su hijo(a) hace esto ahora suficientemente bién?

38. Hacer menores reparaciones en la casa; como: plomería, techos, bardas, etc.

Puede su hijo(a) hacer esto ahora suficientemente bién?

39. Seleccionar y arreglar flores y decoraciones para diferentes cuartos de la casa.

Su hijo(a) hace esto ahora suficientemente bién?

40. Hacer reparaciones simples en muebles.

Su hijo(a) hace esto ahora suficientemente bién?

Alimentos y Nutrición

41. Preparar comidas rapidamente.

Su hijo(a) hace esto ahora suficientemente bién?

42. Usar anuncios de precios especiales en alimentos.

Puede su hijo(a) hacer esto ahora suficientement bién?

43. Usar lo que sobra de la cena para ahorrarse dinero.

Su hijo(a) hace esto ahora suficientemente bién?

44. Preparar comidas usando alimentos que el gobierno da o vende.

Puede su hijo(a) hacer esto ahora sufientemente bién?

45. Usar y cuidar la estufa y refrigirador.

Su hijo(a) hace esto ahora sufientemente bién?

46. Saber las reglas y maneras aceptables cuando se come en un lugar público.

Su hijo(a) hace esto ahora suficientemente bién?

HOME AND COMMUNITY BEHAVIORAL EXPECTATIONS RESPONSE FORM

To be completed by interviewer.

Date____________________

Interviewer____________________

Fa______Mo______Ex______Cl_____

GIRLS				BOYS							
No.	Neces-sary	Help-ful	No Value	No.	Neces-sary	Help-ful	No Value	No.	Yes	No	Don't Know
1				1				1			
2				2				2			
3				3				3			
4				4				4			
5				5				5			
6				6				6			
7				7				7			
8				8				8			
9				9				9			
10				10				10			
11				11				11			
12				12				12			
13				13				13			
14				14				14			
15				15				15			
16				16				16			
17				17				17			
18				18				18			

GIRLS				BOYS							
No.	Neces-sary	Help-ful	No Value	No.	Neces-sary	Help-ful	No Value	No.	Yes	No	Don't Know
19				19				19			
20				20				20			
21				21				21			
22				22				22			
23				23				23			
24				24				24			
25				25				25			
26				26				26			
27				27				27			
28				28				28			
29				29				29			
30				30				30			
31				31				31			
32				32				32			
33				33				33			
34				34				34			
35				35				35			
36				36				36			
37				37				37			
38				38				38			
39				39				39			
40				40				40			
41				41				41			
42				42				42			

GIRLS				BOYS							
No.	Necessary	Helpful	No Value	No.	Necessary	Helpful	No Value	No.	Yes	No	Don't Know
43				43				43			
44				44				44			
45				45				45			
46				46				46			

Comments:

FORMA PARA CONTESTACIÓN SOBRE
LAS EXPECTACIÓNES DE COMPORTAMIENTO
EN EL HOGAR Y LA COMUNIDAD

(HOME AND COMMUNITY BEHAVIORAL EXPECTATIONS RESPONSE FORM)

To be completed by interviewer.

Date ____________________

Interviewer ____________________

Fa ______ Mo ______ Ex ______ Cl ______

Estudiante Muchacha				Estudiante Muchacho							
No.	Necesario	Util	Sin Valor	No.	Necesario	Util	Sin Valor	No.	Sí	No	No sé
1				1				1			
2				2				2			
3				3				3			
4				4				4			
5				5				5			
6				6				6			
7				7				7			
8				8				8			
9				9				9			
10				10				10			
11				11				11			
12				12				12			
13				13				13			
14				14				14			
15				15				15			
16				16				16			

Estudiante Muchacha				Estudiante Muchacho							
No.	Necesario	Util	Sin Valor	No.	Necesario	Util	Sin Valor	No.	Sí	No	No sé
17				17				17			
18				18				18			
19				19				19			
20				20				20			
21				21				21			
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Respuesta:

TABLE VI

EVALUATION OF HOME AND COMMUNITY BEHAVIORAL EXPECTATION'S (MASTER LIST)

1. Letter to Evaluators
2. Review of Evaluations

CONTINUATION EDUCATION
SYSTEM DEVELOPMENT PROJECT

- **LA PUENTE UNION HIGH SCHOOL DISTRICT**
- 455 N. Glendora Avenue
- La Puente, California 91744
- (213) 968-2114 or 336-6405

LEON EAST
Project Director

TABLE VI, 1

To:

Date: May 16, 1968

Subject: Evaluation of Behavioral Objectives

From: Judith Barnes

Enclosed is a list of behavioral objectives which we feel are likely to be of importance in the present and future lives of continuation high school students. This list of objectives was developed as a task assignment by Miss Nancy Wiggins, Home Economics teacher in the Pomona continuation high school.

Lists of objectives from the Vocational Education Unit of the Orange County Schools Office were used as a skeletal framework for the list. Additional sources reviewed included:

1. Concepts and Generalizations, Their Place in High School Home Economic Curriculum Development, Report of a national project, A. H. E. A., 1967
2. Family Life Education Scope & Sequence (working draft), Sacramento City Unified School District, Sacramento, California, June 1968
3. Garret, Pauline G. and Edward J. Metzen, You Are a Consumer of Clothing, Ginn & Company, Boston, 1967
4. Home Economics, A Curriculum Guide for Ohio, Vocational Education Division, State Department of Education, Columbus, Ohio
5. Home Economics Education, Illinois Curriculum Program, Subject Field Series, Bulletin D-7
6. Home Management, Curriculum Bulletin # 65 C B M 2, Houston, Texas Schools
7. Job Corp Objectives, Office of Economic Opportunity, Omaha, Nebraska
8. Smith, Maggie Ritter, Teaching Personal Development For Occupational Preparation, Prepared for Bureau of Business Education, California State Department of Education.

Authorized by P.L. 89-10, Sec. 301-308, TITLE III.

Grant No. OEG-9-8-03513-0022-(056)

In developing the list of behavioral objectives, the following description of our continuation student was considered:

1. Low socio-economic level
2. One-third of Mexican-American origin
3. Parents, median of tenth grade education
4. Ninety-eight percent failed one or more courses in school
5. Forty percent assigned to probation officer
6. Attend school about sixty percent of time
7. Wide range of academic ability
8. Holding power of continuation school less than one year.

These objectives have been categorized into the seven groups commonly used by home economists:

1. Health and safety
2. Child care
3. Clothing and textiles
4. Home management
5. Family relations
6. Housing and furnishing
7. Food and nutrition.

It is understood that, in many cases, these objectives fit into more than one category. However, for the purpose of identifying objectives they have been listed in one category only.

The purpose of your evaluation is to aid us in developing a data collection instrument which will be administered to families of continuation high school students, community leaders, vendors of services and goods, and other experts in the field of home and community life. Will you evaluate each of the objectives by the following criteria:

1. Is it stated clearly and in behavioral terms?
2. Is it valuable for the described continuation student?
3. Is it included in the most appropriate category?

Please list any objectives which you feel should be included and suggest any you feel should be excluded. Feel free to make your notes on the printed pages or separately, as you choose. If you would like your own copy of these objectives, you are quite welcome to do so. We will only need your suggestions returned. We do appreciate your cooperation in our endeavor and look forward to hearing from you.

Sincerely,

Judith A. Barnes
Research Associate

JAB:bls

Enclosure

TABLE VI, 2

HEALTH AND SAFETY

EXPECTATION AS STATED	SUGGESTIONS OF EVALUATORS	EVALUATOR	DISPOSITION
Describe services provided by the Public Health Department.	Change "describe" to - "Be familiar with."	Betty Smith	This expectation was not listed as a separate item on the questionnaire. It was assumed that the Public Health Department is a part of the community services available. Item as stated for questionnaire: "A girl or boy should know what health services are available in the community such as prenatal classes, clinics, Visiting Nurses Association, etc." Quest. II - #1.
List facts about VD, including their symptoms and causes.	Change "list" to "know."	Betty Smith	"Know" was used in questionnaire. See Quest. II - #4.
Identify and eliminate potentially dangerous objects such as knives, scissors, pins or plastic bags.	Question asked: Can you eliminate all of these?	Hughes	Changed "eliminate" to "remove." Rewritten to read: "To identify and remove potentially dangerous objects from the reach of children such as knives, scissors, pins or plastic bags." See Quest. II - #5.
Prepare and serve different types of special diets including: soft diet, low salt, low sugar or bland diet.	(a) Add liquid diet. (b) "Is this valuable?"	(a) Caldwell (b) Rossi & Stone	(a) Accepted and added. See Quest. V - #5. (b) Value may be questionable but will leave to decision of parents to rate it so.

HEALTH AND SAFETY - 2

EXPECTATION AS STATED	SUGGESTIONS OF EVALUATORS	EVALUATOR	DISPOSITION
✓ Identify reasons for and plan ways to solve problems of overweight including: excessive calorie intake, excessive carbohydrate intake, inactivity, compulsive snacking, need for gratification or self-reward, boredom, habit, frustration.	Delete "Identify reasons for.."and replace with "Analyze causes of..."		For purpose of simplicity, item was rewritten to state "...Identify reason for and plan ways to solve problems of overweight." Quest. V - #3. "Analyze causes" seemed harder to understand.

CHILD DEVELOPMENT

EXPECTATION AS STATED	SUGGESTIONS OF EVALUATORS	EVALUATOR	DISPOSITION
Hold a baby so that he feels protected.	Not clear and not behaviorally stated.	Rossi & Stone	Item dropped. Holding a baby so that he is protected would be included in the following expectation: "A girl or boy should be able to use health and safety practices in the care of children." See Quest. V - #13.
List responsibilities of each parent in the care of a child.	Change "list" to "know and practice."	Betty Smith	Changed to read: "A girl or boy should be able to explain what each parent is supposed to do in caring for a child." See Quest. I - #9.
Identify behavior problems of children and suggest alternatives for preventing and solving problems.	Change "behavior problems" to "behavior patterns."	Hughes	Good suggestion. Suggestion not used because the questionnaire was printed before this evaluation was received.
Identify and evaluate places that care for children.	"...places" not clear.	Rossi & Stone	Changed to read: "Name places that care for children such as state and private day nurseries, babysitters, Operation Headstart Programs, etc., and tell the advantages and disadvantages of each." Quest. I - #6.
Addition	Add: "See that a baby is neither too hot or too cold in his bed or out of his bed."	Betty Smith	Not included as a separate expectation. Would be included as a part of the following expectations: "A girl or boy should be able to clothe a baby." See Quest. III - #8. "...Use health and safety practices in the care of children." See Quest. V - #13.

EXPECTATION AS STATED	SUGGESTIONS OF EVALUATORS	EVALUATOR	DISPOSITION
Addition	Add: "Understand that children need tremendous help as they grow and develop physically, mentally, emotionally, socially, and spiritually."	Betty Smith	Recognition that children do grow and develop in these ways (physically, mentally, emotionally, etc.) and need help as they grow is considered in several expectations included on the questionnaires. For example: "A girl or boy should be able to tell ways children show their fears, anger, lonliness or jealousy and suggest ways to help the children control such emotions." See Quest. II - #7. "...Choose toys and things to play with that are suitable for the child at different ages and interests." See Quest. I - #10.
Addition	"Understand that children do not all grow and develop at the same rate, therefore can not all be dealt with in the same manner."	Betty Smith	This suggestion was considered in several expectations included on the questionnaire. For example: "A girl or boy should know the stages a child goes through in growing up, including the following things: 1) what a parent should expect from a child of a certain age; 2) what acceptable differences there are between children making normal growth and 3) what needs children of different ages have." See Quest. II - #8. "Why children are different from each other; such as why some children are shy, others bold, some cry easily, others fight. Some are talkative, others fight." See Quest. III - #10.

EXPECTATION AS STATED	SUGGESTIONS OF EVALUATORS	EVALUATOR	DISPOSITION
Addition	"Plan activities for a child that is sick."	Bernice Smith	Accepted and added. See Quest. IV - #10.
Addition	"Make a puppet for story telling."	Bernice Smith	Not included as a separate item. This would be a good example for: "A girl or boy should be able to make toys from household objects which pre-school children enjoy." See Quest. IV - #7.
General comment	Need something about environment for developing self-discipline.	Hughes	Unclear about intention of evaluation.
General comment	Nothing here about social-emotional response or intellectual development.	Hughes	Social, emotional and intellectual development of the child is considered in several expectations. For example: "A girl or boy should know the stages a child goes through in growing up, including the following things: 1) what a parent should expect from a child of a certain age, 2) what acceptable differences there are between children making normal growth and 3) what needs children of different ages have. Some examples: when he should start walking, why is he jealous of little brother, why doesn't he eat like his brother does." See Quest. II - #8. "...be able to tell ways children show their fears, anger, lonliness, or jealousy and suggest ways to help the child control such emotions." See Quest. II - #7.

EXPECTATION AS STATED	SUGGESTIONS OF EVALUATORS	EVALUATOR	DISPOSITION
General comment	Question asked: What about pregnancy and prenatal development?	Hughes	Included in the area of "family relations." See Quest. I - #28, I - #33, IV - #30, and V - #27.
General comment	Should stress the importance of the early years and the profound effect mothering has on the development of a sense of trust.	Hughes	Not incorporated as a specific statement because the evaluation was received after the questionnaires were printed. It is agreed that this would have been an important expectation. It is assumed that this could be included with the following expectation stated in Questionnaire I - #9: "A girl or boy should be able to explain what each parent is supposed to do in caring for a child."

CLOTHING AND TEXTILES

EXPECTATION AS STATED	SUGGESTIONS OF EVALUATORS	EVALUATOR	DISPOSITION
Plan a minimum work wardrobe in relation to individual's job, considering: outer garments, under garments, shoes, handbag and other accessories.	Insert "coordinated" to read:"...minimum coordinated wardrobe..."	Betty Smith	"Coordinated" not used in order to keep questionnaire in simple, understandable vocabulary. A plan for a "coordinated" wardrobe would be nice but not essential. Expectation rewritten for clarity and understanding to read: "A girl or boy should be able to plan clothing suitable for wearing to work considering the kind of work done and the location." See Quest. V - #94.
Select accessories including jewelry, scarves, hats, shoes and purses suitable for the individual, outfit, and occasion.	Add "and budget."	Betty Smith	"And budget" was not added to this expectation for the following reasons: 1) It complicates the expectation; 2) "And budget" would need to be added to all expectations concerned with selecting or buying; 3) "budgets" and budgeting is covered in "home management" expectations. For example: "A girl or boy should be able to plan ahead for the use of all money earned or received." See Quest. II - #21; 4) Expectations were added to cover "budgets" in relation to clothing: "A girl or boy should be able to make plans for clothing needs considering the family income, the time involved in purchasing or making them and use of "hand-me-downs." See Quest. V - #19. "...know what percentage of the budget should be used on clothing needs." See Quest. VI - #17.

EXPECTATION AS STATED	SUGGESTIONS OF EVALUATORS	EVALUATOR	DISPOSITION
Identify characteristics of commonly used fibers including cotton, linen, rayon, dacron and combinations.	Add: "wool" and "silk" to list.	Rossi & Stone	This addition would improve the statement of the expectation. However, this expectation was rewritten for the questionnaire to read: "A girl or boy should know the cost of different fabrics and the care each needs." See Quest. IV - #17.
Try on clothes in store following acceptable guidelines including: Removal of shoes before putting feet into garment; holding tissue in mouth to prevent lipstick stain on clothes, etc.	Add "wearing suitable undergarments, etc."	Betty Smith	This was rewritten for clarity and so it could apply to both girls and boys. It is now stated: "A girl or boy should be able to put on clothes in a store or at home in such a way as to prevent damage to the clothes." Quest. IV - #16.
Construct simple garments which include the following construction techniques: stay-stitching, stitching straight seams, making darts, pressing, stitching and clipping curved seams, setting in a zipper, applying facings or collars, marking and finishing a hem, making machine buttonholes, and sewing on buttons, hooks or snaps.	Marked out "stitching and clipping" changed to "trimming, clipping and understitching curved seams." Added at end "'stitch and press' as she makes a garment."	Betty Smith	To simplify and clarify this expectation for respondents it was rewritten to read: "A girl or boy should be able to make simple clothes from a pattern including cutting out the pattern and reading and following the instructions on the pattern." See Quest. II - #16.

EXPECTATION AS STATED	SUGGESTIONS OF EVALUATORS	EVALUATOR	DISPOSITION
Addition	Add: "To lengthen or shorten hem lines and make minor changes in ready made garments for better fit."	Betty Smith	A previously stated expectation- "Adjust hems." was rewritten to include this suggestion: "A girl or boy should be able to lengthen and shorten hems and make minor changes in clothes so that they fit better." This could include garments that are bought or constructed at home. Quest. IV - #15.
General comments	It would seem particularly important with this group to consider clothing in relation to: 1) Group identification and behavior. (2) Impressions communicated by dress. (3) Adjustment to changes in roles. (4) Reflection of an individual self-concept.	Hughes	Questionnaires were printed before this evaluation was received. Therefore these four (4) suggestions were not included as specific expectations. The following expectations are examples of those that support the suggested ideas. "A girl or boy should know what kinds of clothing are suitable for work, school, home or social occasions." See Quest. III - #16. "...how you are supposed to behave in different places such as at school, home, work, stores, or recreation." See Quest. IV - #34. (Clothing could be related to this.) "A girl or boy should be able to choose clothing that is flattering by considering height, weight, body shape, face and neck shape, and arm length." See Quest. V - #17. "...know what the current fashions are and decide which ones are in good taste and flattering to the individual." (continued)

EXPECTATION AS STATED	SUGGESTIONS OF EVALUATORS	EVALUATOR	DISPOSITION
			(contd) See Quest. III - #14. "A girl or boy should be able to pick out clothes that meet the needs and wants of various family members." See Quest. I - #14. "...know what kinds of clothing are suitable for work, school, home, or social occasions." See Quest. III - #16. "A girl or boy should know what colors are flattering to oneself." See Quest. VI - #16. "...know what ones figure type is and what styles of clothing are flattering to oneself." See Quest. VI - #11. "...know what the current fashions are and decide which ones are in good taste and flattering to the individual." See Quest. III - #14.

HOME MANAGEMENT

EXPECTATION AS STATED	SUGGESTIONS OF EVALUATORS	EVALUATOR	DISPOSITION
List sources and amounts of family income.	What family?	Hughes	Changed to read: "Prepare a budget showing income and expenses." Quest. IV - #18.
Compare different credit situations to determine the least expensive in terms of actual money owed.	Mark out completely and change to: "Determine the interest rate and total cost (basic price plus total interest) of items purchased on credit."	Betty Smith	The expectation as stated and the suggested evaluation both convey important ideas. Therefore both expectations used for questionnaires. See Quest. VI - #22 for the expectation as stated. See Quest. I - #22 for the suggested expectation.
Select a method of payment related to present and long range financial plans.	Add "financially sound" to read: "Select a financially sound method..."	Betty Smith	Clarified by examples on questionnaire. Reads: "A girl or boy should be able to choose a way to pay for something considering present and long range financial plans. For example, would it be better to borrow from the bank to buy a car, finance it with the dealer or save and pay cash?" See Quest. V - #26.
Revise budget to include a baby for a young couple who have both been working.	Statement not correct. Budget doesn't include a baby.	Hughes	Agree - poorly stated. Included as an example for another expectation which reads: "A girl or boy should know how to change financial plans as the family situation changes such as when both parents work and one quits, a new baby or other persons join the family group, and special or emergency care is needed." See Quest. IV - #22.

EXPECTATION AS STATED	SUGGESTIONS OF EVALUATORS	EVALUATOR	DISPOSITION
List reasons for having various types of insurance policies.	Add: "and understand" to read: "...List and understand reasons..."	Betty Smith	This reads, as stated for the questionnaire: "A girl or boy should know reasons for having various types of insurance policies." Quest. II - #24.
Describe the difference between "needs" and "wants."	Change "describe" to "analyze."	Hughes	Questionnaires already printed. However this has been clarified to read: "A girl or boy should know the difference between what one really needs and what one wants and find ways to meet these needs and wants." Quest. III - #24.
Combine resources available to satisfy needs and wants.	Change "combine" to "utilize."	Hughes	Combined with the expectation stated above.
Solve problems using the problem solving approach.	(a) Lacks clarity. (b) Lacks clarity.	(a)Stone & Rossi (b)Hughes	Rewritten: "...to solve problems in a logical step-by-step method." See Quest. III - #21.
Use sound body mechanics to reduce the amount of energy required for a specific activity.	Change "sound body mechanics" to "efficient methods."	Betty Smith	Changed to read: "A girl or boy should know ways to reduce the amount of energy required to do household chores such as when bending or lifting." See Quest. IV - #20.
Identify problems of mothers and children when the mother works away from home and to solve some of these problems.	Rearrangement of statement to read: "Identify and solve some of the problems of mothers and children when the mother works away from home."	Betty Smith	Changed to read: "Know problems of family members when the mother works away from home and find ways to handle these problems." Quest. I - #20.

HOME MANAGEMENT - 2

EXPECTATION AS STATED	SUGGESTIONS OF EVALUATORS	EVALUATOR	DISPOSITION
List reasons for having various types of insurance policies.	Add: "and understand" to read: "...List and understand reasons..."	Betty Smith	This reads, as stated for the questionnaire: "A girl or boy should know reasons for having various types of insurance policies." Quest. II - #24.
Describe the difference between "needs" and "wants."	Change "describe" to "analyze."	Hughes	Questionnaires already printed. However this has been clarified to read: "A girl or boy should know the difference between what one really needs and what one wants and find ways to meet these needs and wants." Quest. III - #24.
Combine resources available to satisfy needs and wants.	Change "combine" to "utilize."	Hughes	Combined with the expectation stated above.
Solve problems using the problem solving approach.	(a) Lacks clarity. (b) Lacks clarity.	(a) Stone & Rossi (b) Hughes	Rewritten: "...to solve problems in a logical step-by-step method." See Quest. III - #21.
Use sound body mechanics to reduce the amount of energy required for a specific activity.	Change "sound body mechanics" to "efficient methods."	Betty Smith	Changed to read: "A girl or boy should know ways to reduce the amount of energy required to do household chores such as when bending or lifting." See Quest. IV - #20.
Identify problems of mothers and children when the mother works away from home and to solve some of these problems.	Rearrangement of statement to read: "Identify and solve some of the problems of mothers and children when the mother works away from home."	Betty Smith	Changed to read: "Know problems of family members when the mother works away from home and find ways to handle these problems." Quest. I - #20.

HOME MANAGEMENT - 3

EXPECTATION AS STATED	SUGGESTIONS OF EVALUATORS	EVALUATOR	DISPOSITION
Read and use the information on labels and hangtags.	(a) Add: "accurately" to read: "Read and accurately use..." (b) "For what purpose?"	(a) Betty Smith (b) Hughes	(a) A good suggestion that should have been included, but was somehow missed in final revision. (b) For cleaning and care instructions; guarantees, addresses and trademarks.
Identify types of frauds and deceptions including: ads, mail fraud, debt consolidation, door-to-door selling, charity gyps, and work-at-home schemes.	Add "telephone sales" to the list of examples.	Betty Smith	Accepted and added. See Quest. V - #27.
Addition	"Determine how much should be saved at various income levels."	Betty Smith	Included with another expectation to read: "A girl or boy should know the reasons for having a savings account and what percentage of the budget should be put into savings." Quest. VI - #23.
Addition	"Keep a record of all money received and spent in one month by a family."	Bernice Smith	Although the time period of a month is not specified in any expectation concerning budgeting it is assumed that some period of time (depending on the individual) would be used in performing the following expectations: "A girl or boy should be able to prepare a budget showing income and expenses." See Quest. IV - #18. "...plan ahead for the use of all money earned or received." See Quest. II - #21.

EXPECTATION AS STATED	SUGGESTIONS OF EVALUATORS	EVALUATOR	DISPOSITION
Addition	"Plan a coordinated wardrobe which will give one a well-dressed appearance on a low income budget." This might be included in Clothing and Textile Unit.	Betty Smith	This was not included since other expectations cover considerations that would lead to a well-dressed appearance. For example: "A girl or boy should be able to choose nylon hose that are suitable for the individual considering type, color, length, size and occasion." See Quest. I - #17. "...to pick out undergarments that improve the figure and don't hinder body circulation or body movements." Quest. II - #18. "...select accessories inluding jewelry, scarves, hats, shoes, etc. which look good on the individual, go with the outfit and are right for the occasion." Quest. III - #15.
General comments	Identification of values and goals, assessment of resources and the decision making process should come first. They are the essential elements of management in all areas.	Hughes	These are included. They have not been ranked in any order. A random listing has been used for the questionnaires.
General comment	This needs to be heavily weighted towards helping students analyze their wants and needs and why and how they can utilize resources to achieve their goals.	Hughes	The great majority of items under "home management" cover this concern. A few specific examples are: Quest. I - #19; III - #17; III - #23; III - #24; IV - #19.

FAMILY RELATIONS

EXPECTATIONS AS STATED	SUGGESTIONS OF EVALUATORS	EVALUATOR	DISPOSITION
Change role perception and behavior as changes in age maturity, and/or economic status occur.	Not clear.	Hughes	Specific item was dropped. Concept is, however, covered in a number of other items: e.g., I - #26, 30; III - #32, 34; IV - #29, 32; VI - #32, 33.
Describe the problems that may be faced in marriage.	Add "adjustment" before the word "problem."	Hughes	The word "adjustment" might make understanding more difficult for some respondents. Item was rewritten to read: "Know the types of problems that may be found in marriage and have possible solutions to these problems." Quest. V - #32.
Demonstrate ability to perceive pregnancy and childbirth as a normal process.	How will the ability be demonstrated?	Hughes	Item dropped from questionnaire.
Define maturity and list characteristics which indicate maturity.	Add "growth toward" after the word "indicate."	Hughes	Rewritten to read:"Know what maturity is and the things which show that one is mature." See Quest. I - #30.
Identify legal aspects of employment including minimum age, prohibited employment, hazardous occupations, hours of work, minimum wages, unemployment insurance.	Does this belong in "family relations?"	Hughes	Item dropped as not being appropriate for this questionnaire.

EXPECTATION AS STATED	SUGGESTIONS OF EVALUATORS	EVALUATOR	DISPOSITION
Compare and contrast services of local beauty schools and professional beauty shops including: services offered, time, cost and convenience of location.	Does this belong in "family relations?"	Hughes	It would be better in "home management" section - received too late to include revision in printed questionnaire.
Identify ways to control actions rather than give ways to feelings inappropriately.	"Recognize their own feelings."	Hughes	Changed to read: "Know how to handle one's feelings in an appropriate and helpful way." See Quest. VI - #32. Idea of recognizing own feelings covered in: Quest. III - #30, 31; IV - #32, 33; VI - #33.
Develop a concept of one's own sexuality.	(a) Not clear. (b) Not clear.	(a) Rossi & Stone (b) Hughes	Item dropped. Concept covered in: Quest. I - #32; III - #28, 32, 35; IV - #32, 33.
Identify those times when conception is possible.	Change "possible" to "most apt to occur."	Stone & Rossi	Accepted change.
Identify privileges and responsibilities of family members.	Not clear.	Stone & Rossi	Rewritten to include examples: "Know privileges and responsibilities of each family member; for example, should a two year old have the same privilege of staying up as late as a ten year old, or the same responsibility of cleaning his room?" Quest. IV - #29.
Compare and contrast the needs and wants of individuals and of families.	Not clear.	Stone & Rossi	Rewritten: "Know what happens when one person in the family wants one thing and the rest of the family wants something (continued)

EXPECTATION AS STATED	SUGGESTIONS OF EVALUATORS	EVALUATOR	DISPOSITION
			(cont'd) else and know ways to solve some of these problems." Quest. I - #27.
List methods of birth control and advantages and disadvantages of each.	(a) Too dangerous - should be dealt with by family doctor or parents. (b) All criteria met but should be used in controlled situation i.e., M.D. (c) This could be dangerous. Isn't there a broader concern here related to family planning and the appreciation of personal, ethical, moral and religious principles to the problem?	(a)Betty Smith (b)Stone & Rossi (c)Hughes	The question to be put to parents and community leaders is: "A girl or boy should know..." There is no attempt to suggest who should teach it or in what way. The item was left in for the evaluation of the community as to its importance. If they agree that it is important, then, a decision must be made as to most appropriate method and place of teaching.
Discuss pros and cons of premarital intercourse.	Change "pros and cons" to "hazards and heartaches."	Betty Smith	Changed to read: "Understand the consequences of premartial intercourse." See Quest. VI - #30.
Identify and analyze popular attitudes toward sex and discuss their implications for the individual.	Dangerous ground from standpoint of many communities. Think it best to omit.	Betty Smith	The inerview's purpose is to determine what the community standards are, not to prejudge them.
Clarify and establish ones own goals and values.	Not clear.	Stone & Rossi	Item rewritten: "Determine a code of conduct that takes into consideration one's own beliefs and how the community and society expects one to behave." Quest. II - #34.

EXPECTATION AS STATED	SUGGESTIONS OF EVALUATORS	EVALUATOR	DISPOSITION
Addition	"Identify various family life styles. State problems which may arise in these various styles: other persons living in home - uncles, grandmothers, etc., the motherless family or fatherless family, the single person family, couple with no children."	Stone & Rossi	Rewritten and added: "Know what the problems are and some things to do about them in the one parent home; homes with aunts, uncles, grandparents present, childless homes; and, homes of single people. Quest. II - #35.
General comments	This area does not appear to include consideration of: 1) Major functions of families in relation to their members; 2) Variations in family structure, values, goals, customs and patterns of living.	Hughes	1) Was covered in Quest. I - #26, 27; II - #35; III - #27; IV - #27, 29;V - #32; VI - #27, 29. 2) Was covered in: Quest. I - #31; II - #35; III - #34; VI - #33.

HOUSING

EXPECTATION AS STATED	SUGGESTIONS OF EVALUATORS	EVALUATOR	DISPOSITION
Select suitable furnishings in keeping with family income and needs.	Rewritten: "Select furnishings including floor covering, drapes, furniture and accessories which are suitable, functional and in keeping with good art principles, and within the family income and needs."	Betty Smith	The following items cover most of these recommended changes: Quest. II - #37; III - #37; VI - #36, 39.
List the obligations of a renter and home owner.	Change "list" to "know."	Betty Smith	Rewritten to read: "Describe the differences in the responsibilities of being a renter and of being a home owner." Quest. I - #37.
Identify and compare costs of various methods of financing a home including conventional, F.H.A., or V.A. loans.	Change "identify" to "analyze."	Hughes	Changed to:"...know and compare costs." Quest. III - #36.
Compare facilities and services in relation to cost of various apartments.	Add "and houses."	Hughes	Covered in other items: Quest. I - #37; IV - #35, 38, 40; V - # 36.
Select suitable furnishings in keeping with family income and needs.	Add "and values."	Hughes	The word "activities" was added instead as they reflect ones values. It is easier for most to see furniture as a reflection of activity than of values.

EXPECTATION AS STATED	SUGGESTIONS OF EVALUATORS	EVALUATOR	DISPOSITION
Addition	"Know how much she can afford to pay for a house; for landscaping and for interior furnishings."	Betty Smith	Covered in another expectation. Quest. I - #40. "Determine percentage of budget one can spend for housing needs."
General comment	1) Doesn't seem to be anything on housing as a setting for personal and family living. 2) Relation to neighborhood and community. 3) Sources of information and protection for consumer.	Hughes	1) See Quest. II - #37, 38; IV - #37, 38; V - #36; VI - #36. 2) Quest. IV - #37, 38 (perhaps needed more coverage, evaluation received too late.) 3) covered in "home management" section.

FOOD AND NUTRITION

EXPECTATIONS AS STATED	SUGGESTIONS OF EVALUATORS	EVALUATOR	DISPOSITION
Compare prices at different stores on a cost per pound basis.	Change "pound" to "unit."	Betty Smith	Only first part of statement used on questionnaire.
Identify those staple foods that can be bought in large quantities to cut cost.	Addition of: "Considering home storage space and 'keeping' quality of the items."	Betty Smith	A good suggestion but it was missed somehow and was not included in printed questionnaire.
Plan and prepare a breakfast, lunch, and dinner.	1) Addition of: "According to the"basic four." 2) What criteria?	1) Betty Smith 2) Hughes	Added "Well balanced."
Complete routine cleaning chores in the kitchen and eating area.	"Complete daily, weekly, and monthly cleaning..."	Betty Smith	It is difficult to categorize these chores as far as how often they may be completed in individual families.
Store foods properly to prevent spoilage.	Add: "and conserve space."	Betty Smith	Conserving space and preventing spoilage are two quite different concepts. Conserving space does not seem important enough to include as a separate item.
Read and interpret a menu and place an order for the meal.	Change to: "...read and interpret and select a meal from a menu."	Betty Smith	Placing the order would reflect the selection of a meal.
Select a daily diet including foods from the "basic four" food groups.	(a) Include: (the correct amount of) food from the "basic four" food groups. (b) Should recognize other cultural patterns of foods and selections.	a) Betty Smith b) Hughes	a) Change to read: "Select a well-balanced daily diet including food from the 'basic four' food groups." Quest. II - #42. Some variation of "basic four" should be present in all cultural patterns of food preparation and selection.

FOOD AND NUTRITION - 2

EXPECTATION AS STATED	SUGGESTIONS OF EVALUATORS	EVALUATOR	DISPOSITION
Identify the different forms in which food can be purchased and compare the cost, flavor and preparation time including: canned, dried, frozen, fresh or instant.	Add: "nutritional value."	Betty Smith	Difference in nutritive value of canned, dried, frozen, etc. is insignificant in daily use by average person.
Prepare a grocery list.	a) Add: "according to food groups." b) Not clear.	a) Betty Smith b) Rossi & Stone	Leave as stated. This is a specific skill of preparing a list which includes all items needed for food preparation and other home needs.
Select food considering quality, care, and preparation.	a) Add: "cost"...considering cost, quality.." b) Add: "and preference."	a) Betty Smith b) Hughes	a) Accepted and added. b) Preference is always assumed in buying, the other items may not be.
Manage family food income to obtain maximum return.	a) Change "income" to "budget." b) Not clear.	a) Betty Smith b) Stone & Rossi	Rewritten: "Know what percentage of budget should be spent for food needs." Quest. V - #44.
Determine effects of present diet on future.	Not clear.	Stone & & Rossi	Changed to: "Identify how ones present diet makes a difference in future health and appearance." Quest. II - #44.
Demonstrate correct table setting.	There are many patterns of table setting and service that are acceptable.	Hughes	Agree - but criteria for "correctness" of setting is in mind of respondent not implicit in statement.

EXPECTATION AT STATED	SUGGESTIONS OF EVALUATORS	EVALUATOR	DISPOSITION
Identify and follow safety rules in the kitchen and/or dining (eating) area.	Apply and follow safety rules while working in the kitchen.	Hughes	Rewritten. "Follow safety rules in buying food, preparing it and serving it." Quest. I - #41.
Addition	"Estimate the cost of eating at home and eating out."	Betty Smith	Rewritten: "Compare home cooked foods with that of eating in a restaurant in terms of quality of food, the cost and the time and energy spent in preparation." Quest. I - #45.
General comments	For the student population you describe it would seem you would need to include: 1) Variations in cultural and family food patterns and customs of food service. 2) Social aspects of foods in personal and family living. 3) Alternatives to the "Basic Four" as developed through substitution of foods used in the families of students. 4) Sources of consumer information and protection. 5) Organization of space and equipment in the kitchen.	Hughes	This evaluation was received too late to be considered in the final format of the questionnaires. However, the following responses indicate how, at least in part, the questionnaires were responsive to these concerns of Mrs. Hughes: 1) Quest. I - #31 includes this concern but more attention should have been given this. 2) Somewhat covered in Quest. II - #12, 44; Quest. V - #9. 3) This statement is unclear as it would seem that all foods are part of the "basic four." 4) This is covered in: Quest. III - #18, 22; V - #20, 27. 5) The idea of using and caring for both food and equipment in the kitchen and eating area is covered in many expectations listed in sections of the questionnaires titled "Food and Nutrition", "Health and Safety" and "Child Development." In the "Home Management" section, the concept of organizing time and (continued)

EXPECTATION AS STATED	SUGGESTIONS OF EVALUATORS	EVALUATOR	DISPOSITION
			(cont'd) routine household chores is covered. In "Housing and Furnishing" there are several expectations concerning caring for household equipment and using space efficiently.

OVERALL EVALUATION

	EVALUATION	EVALUATOR	RESPONSE
	1) Many not really stated in behavioral terms. 2) Predominately in cognitive domain and few in affective domain-particularly in areas of relationships and child development. 3) Few go beyond first level of understanding.	Hughes	1) This evaluation is discussed in depth in "Review of Procedures" chapter of Home and Community Procedures report. 2) The philosophy of this project is that one can most effectively reach the affective domain through the cognitive. As the above criticism would demonstrate, even expressing the cognitive in behavioral terms is difficult. When one begins to talk about attitudes and values there is an even greater barrier to communication. Attitudes and values have not been slighted in this list but are implicit within almost all items. 3) It was, indeed, our intention not to go beyond the first level of understanding. When the results of this questionnaire are determined those chosen items will be broken down into their component parts.
	If it is going to be mailed, just one precaution; vocabulary must be simple.	Caldwell	While we did not mail the questionnaire, we thoroughly agreed that the vocabulary must be simple. Through constant rewriting and piloting of the questionnaires, we diligently sought to present each item in understandable terms.

OVERALL EVALUATION - 2

	EVALUATION	EVALUATOR	RESPONSE
	Opportunities for employment in family services, food preparation and services, child care and clothing manufacturing and services ought to be included.	Bernice Smith	This suggestion was not incorporated. Since there is an entire phase of the project dedicated to the area of employment situations and this phase is concerned with the non-work world of the home and community.

TABLE VII

STATEMENT OF TASK - RELATIONSHIPS WITH MEXICAN-AMERICAN COMMUNITY

TASK ASSIGNMENT - Art Franco

This assignment calls for performing four roles. They are listed below with description:

1) Evaluator

Read Spanish translation of instruments and make necessary changes.

2) Piloter

Select one family (mother and father) of Mexican-American descent to pilot all questionnaires. Family should speak Spanish and not be too well educated.

Administer questionnaires to family.

Write up suggestions based on pilot.

3) Advance Man

Call parents of Mexican-American students at Valley High, requesting full cooperation with survey.

List forty parents who agreed to cooperate.

4) Personnel Man

Hire two - one male, one female - Mexican-American students or teachers who speak Spanish to work as an interview team. They will work June 17 - 28. Will need to work evenings and Saturday a total of 80 hours.

Notify Pace of names of workers.

Financial Schedule:

1) Evaluator - $15.00 - about two to three hours.

2) Piloter - $35.00 - about five hours

3) Advance Man - $40.00 - about six hours

4) Personnel Man - $10.00 - about 1½ hours

5) Pilot Family - $20.00 - about 3 hours

6) Interview Team - students - $2.37 an hour; teachers - $6.10 an hour

TABLE VIII

LETTER OF INTRODUCTION TO PARENTS

CONTINUATION EDUCATION SYSTEM DEVELOPMENT PROJECT

- **LA PUENTE UNION HIGH SCHOOL DISTRICT**
- 455 N. Glendora Avenue
- La Puente, California 91744
- (213) 968-2114 or 336-6405

LEON EAST
Project Director

TABLE VIII

June 13, 1968

Dear Parents:

Valley High School is the focus of a research project called "Continuation Education System Development Project." It is hoped that the results of this project will improve continuation education for your son or daughter and other students.

One part of the project is to identify activities and behaviors that you feel will be needed by students in their home and community life when they graduate or leave Valley High. For example:

> When your daughter graduates will it be necessary for her to know how to plan a meal or how to care for a child?
>
> When your son graduates will it be necessary for him to know how to buy his clothes or how to make a budget?

Your voluntary help is necessary in identifying these activities and behaviors.

A staff member will phone you next week to ask if you would be willing to give an hour of your time to talk with one of our staff members to answer a questionnaire about these activities and behaviors. If so, she can arrange a time that is best for you.

Sincerely,

Judith Barnes
Research Associate

JB/hl

TABLE IX

ADMINISTRATION OF QUESTIONNAIRES

1. Directions for Administration
2. Interview Schedule Form
3. Daily Schedule Form
4. Mileage Form
5. Letter to Parents Not At Home

DIRECTIONS FOR ADMINISTERING THE HOME AND COMMUNITY BEHAVIORAL EXPECTATIONS QUESTIONNAIRE

1. Introduce team members to parent(s) and community leaders.
2. Explain project:

   The Continuation Education System Development Project is a federally funded project which is administered by the La Puente Union High School District. The purpose of the project is to determine the employment, education, and home and community needs of the continuation student. Once these needs have been determined, a curriculum will be designed that will provide the student with the necessary knowledges and skills which will enable him to be successful after leaving the continuation school whether it be in a job situation, in school, the military, or in the home.
3. Explain the purpose of the interview:

   Previously we have met with people from industry, government, and educational institutions and they have identified what knowledges and skills they feel a student leaving continuation high school needs to be successful in their particular areas. We are now trying to identify what knowledges and skills parents and community leaders feel the student needs to be successful in the home and community when he leaves the continuation school. After we identify the home and community expectations we will combine the expectations from all the areas and come out with a list of knowledges and skills needed by the continuation student to be successful after leaving the continuation school whether it be in a job situation, in school, the military, or in the home.

4. If both parents are to be interviewed the male member of the team should administer the questionnaire to the father and the female member should administer the questionnaire to the mother. Somehow separate yourselves so there will be no interference between the two groups. If there is only one parent to be interviewed then both members should administer the questionnaire to the one parent. Only one interviewer will call on a community leader.
5. Make sure the parent has a hard surface or magazine upon which to write.
6. Position yourself in such a way that you will not be able to observe the interviewee's responses.
7. Interviewer fill in, on the response form, the date, interviewer's name, the number of the questionnaire being administered, and whether the person being interviewed is a father (Fa), mother (Mo), or community leader (CL).
8. Give the respondent the response form and make sure he has something to write with.
9. Explain how the parent is to record his responses on the response form.
    A. Read the number of the behavioral expectation.
    B. Then read the first expectation for a girl (any girl).

       Example: A girl should be able to treat simple wounds and injuries of family members.

C. Ask the respondent to indicate whether he thinks this expectation is necessary, helpful, or of no value to a girl.

Example: Do you think this is necessary, helpful, or of no value to a girl?

The respondent should place a check mark in the appropriate column on the response form. IMPORTANT: Make sure that you do not observe the response.

D. Then read the same expectation for a boy.

Example: A boy should be able to treat simple wounds and injuries of family members.

E. Again the respondent indicates whether he thinks this is necessary, helpful, or of no value to a boy.

Example: Do you think this is necessary, helpful, or of no value to a boy?

10. Ask the parent to indicate whether his child already knows or can do what is stated in the behavioral expectation.

Examples: Could your child treat simple wounds and injuries of family members well enough now?

(OR) Does your child do this well enough now?

(OR) Does your child know this well enough now?

If the parent thinks his child can or could do what is stated (or knows the information) in the behavioral expectation well enough now, he should check the "Yes" column. If he feels his child cannot do what is stated well enough now he should check the "No" column. Only if the parent doesn't know if his child knows or can do what is stated in the behavioral expectation should he check the "Don't Know" column.

The community leaders will not be asked this question.

11. Then read the next expectation and go through the same routine.
    A. Read the behavioral expectation for a girl -- respondent checks the appropriate column.
    B. Read the behavioral expectation for a boy -- respondent checks the appropriate column.
    C. Parent indicates whether his child knows or can do what is stated in that behavioral expectation well enough now by checking the "Yes", "No", or the "Don't Know" column.
12. Indicate to the respondent that he should feel free to interrupt you at any time if he doesn't understand a particular expectation.
13. If only one parent is being interviewed in the home it is suggested that the two team members alternate reading the seven sections of the behavioral expectation questionnaire.

    IMPORTANT: The member of the team of the same sex as the person being interviewed should read the behavioral expectations in the Family Relations section of the questionnaire.
14. As the respondent becomes familiar with the interviewing procedure you can speed up the process by asking him "A girl or boy should be able to ..." and then the respondent can check those two columns without your saying anything else.
15. If a respondent does not understand a behavioral expectation you should attempt to clarify the statement by rewording the statement

or by giving some additional samples.

IMPORTANT: If a person does not want to respond to a particular expectation he should just leave that number on the response form blank. We would hope that all the respondents would respond to every item in the questionnaire but if they don't want to, don't force the point.

16. When the respondent has responded to all the items in the questionnaire obtain the response form from the parent.

17. Then ask the respondent if there is anything that he feels the student should be able to know or do that was not included in any of the behavioral expectations on the questionnaire.

Example: Is there anything that you feel a student in his home and community should be able to know or do that was not included in this questionnaire?

List these items on the last page of the questionnaire under the "Comments" heading.

18. Administer the Community Service Source Questionnaire to parent.
    A. Only one questionnaire should be administered per household. Therefore, when both parents are being interviewed the team member that finishes first should engage the parent in conversation until the other team member and parent finish.
    B. For this questionnaire the interviewer should record all parent responses.

C. In questions one to five try to obtain the full name and address of all facilities mentioned by the parents.

D. On questions six and seven record the person or persons mentioned by the parent and the name of the community (La Puente, Walnut, etc.) in which the parent resides.

19. When both questionnaires have been completed, you should thank the respondents for their time and interest and indicate that they have helped us find out what students should know and be able to do when they leave the continuation high school.

20. After you leave the home you should record on the top right hand side of the response form and the Community Service Source Questionnaire the student identficiation number that appears on your master student-parent list.

21. All response forms and Community Service Source Questionnaires completed in one day should be turned in to the interview coordinator before going out for the next day's interviews.

INTERVIEW SCHEDULING FORM TEAM NO._____ WEEK: JUNE _____ TO JUNE _____

Date Time	Monday 6/___	Tuesday 6/___	Wednesday 6/___	Thursday 6/___	Friday 6/___	Saturday 6/___
8:00-9:00						
9:00-10:00						
10:00-11:00						
11:00-12:00						
12:00-1:00						
1:00-2:00						
2:00-3:00						
3:00-4:00						
4:00-5:00						
5:00-6:00						
6:00-7:00						
7:00-8:00						
8:00-9:00						
9:00-10:00						

DAILY SCHEDULE OF INTERVIEWS

TEAM NO._____ DAY ______________ DATE: JUNE _________

Person(s) Interviewed	Time	Phone Number	Address

MILEAGE FORM

NAME ______________________________ TEAM NO. __________

	6/18	6/19	6/20	6/21	6/22	6/23	6/24	6/25	6/26	6/27	6/28	6/29	6/30	7/1	7/2
Mileage - END						XXXX							XXXX		
Mileage - BEGIN						XXXX							XXXX		
Total Miles						XXXX							XXXX		

TOTAL MILEAGE FOR INTERVIEW ACTIVITY ____________

CONTINUATION EDUCATION
SYSTEM DEVELOPMENT PROJECT

LEON EAST
Project Director

- **LA PUENTE UNION HIGH SCHOOL DISTRIC**
- 455 N. Glendora Avenue
- La Puente, California 91744
- (213) 968-2114 or 336-6405

June _____, 1968

Dear Parent,

We had an appointment to meet with you today at _______ to find out what knowledge and skills you feel a student needs to be successful after leaving the continuation high school.

Since it is important that we meet with you we will contact you soon by phone to arrange another appointment.

Sincerely,

TABLE X

LIST OF COMMUNITY LEADERS

COMMUNITY LEADERSHIP

IN OFFERING GOODS AND SERVICES

FOOD MARKETS

Alpha Beta
Mr. Bob Leach, Manager
15233 East Gale Avenue
City of Industry, California

Fairgrove Market
Mr. Lennon Parker, Manager
1206 North Hacienda Boulevard
La Puente, California

Market Basket
Mr. Tom Davis, Manager
155 North Glendora Avenue
City of Industry, California

Santa Fe Farms
Mr. Jack Miller, Manager
1950 North Durfee Avenue
El Monte, California

Sunrise Market
Mr. Augie Ramirez, Manager
1433 North Valinda
Valinda, California

Thriftimart
Mr. Ray Best, Manager
1120 South Hacienda Boulevard
La Puente, California

RESTAURANTS

Jack in the Box
Mr. Richard Torres, Manager
14304 Amar Road
La Puente, California

Kentucky Fried Chicken
Mr. William Dean, Manager
2015 South Hacienda Boulevard
Hacienda Heights, California

RESTAURANTS - Continued

McDonald's Hamburgers
Mr. Tom Pilkington, Manager
1830 North Hacienda Boulevard
La Puente, California

Mai Mai's Restaurant
Mrs. May Yee, Manager
1021 South Glendora Avenue
West Covina, California

Shakey's Pizza Parlor
Mr. Eugene Maxwell, Manager
1880 North Hacienda Boulevard
La Puente, California

Sizzler Restaurant
Mr. Charles Collins, Manager
1065 North Hacienda Boulevard
La Puente, California

Sweda Restaurant
Mr. George Alavizos, Manager
1217 North Hacienda Boulevard
La Puente, California

DEPARTMENT AND OTHER STORES

Gemco Discount Store
Mr. Rols Gehrung, Manager
1801 North Hacienda Boulevard
La Puente, California

Kresge's Variety Store
Mr. Donald Kitchen, Asst. Mgr.
1661 North Hacienda Boulevard
La Puente, California

Leonard's
Mr. Larry Russell, Manager
18444 East 5th Avenue
Rowland Heights, California

DEPARTMENT AND OTHER STORES - Con't

May Company, Eastland
Mrs. Crawford, Personnel Manager
Eastland Shopping Center
West Covina, California

J. C. Penney Company
Mr. Gordon Paulson, Manager
1120 West Garvey Boulevard
West Covina, California

Sav-On Drugstore
Mr. Lon Mathes, Manager
1617 North Hacienda Boulevard
La Puente, California

Sears - El Monte
Mr. Robert Franklin, Manager
3544 North Peck Road
El Monte, California

MENTAL HEALTH SERVICES

El Monte Community Child Guidance Clinic
Dr. Ave, Director
11231 Oak
El Monte, California

Family Service - Pomona
Mr. Sidney Tice, Executive Director
746 North Gordon Street
Pomona, California

Hacienda Heights Psychological Ctr.
Mr. Bob Wrathall, Psychologist
2219 South Hacienda Boulevard, St 205
Hacienda Heights, California

Home Community Counseling Team
Dick Slosek, Counselor
La Puente Union High School Dist.
455 North Glendora Avenue
La Puente, California

San Gabriel Family Counseling
Mr. Floyd Caplow, Director
1027 South San Gabriel Boulevard
San Gabriel, California

MENTAL HEALTH SERVICES - Con't

Tri-City Mental Health
Mrs. Rosalie Mixon, Chief Psychiatric Social Worker
435 West Mission
Pomona, California

PROTECTIVE SERVICES

Citrus Municipal Court
Judge Martin
1427 West Service Avenue
West Covina, California

Juvenile Probation Department
Mr. John Walsh, Deputy Probation Officer
11301 East Valley Boulevard
El Monte, California

Lathrop Hall - Los Angeles County Juvenile Hall
Miss Mary Torres, Supervisor Nurse, Counselor
1401 Biggy Street
Los Angeles, California

Los Angeles County Fire Dept.
Stanley Barlow, Division Asst.
140 South 2nd Avenue
Bassett, California

MacLaren Hall
Mrs. Helen Fishman, Secretary to Director
4039 North Gilman Road
El Monte, California

Police Dept. - West Covina
Sgt. Daniel Gomez, Juvenile Officer
811 South Sunset Avenue
West Covina, California

Sheriff's Office - City of Industry
Sgt. Norman Dollbeck
150 North Hudson
City of Industry, California

FINANCIAL AND OTHER WELFARE SERVICES

Bank of America
Mr. Robert Hill, Manager
19036 East 5th Avenue
Rowland Heights, California

Beneficial Finance Company
Mr. Fred Renner, Manager
201 North 1st
La Puente, California

Catholic Welfare Bureau - Pomona
Miss Dorothy Casson, Psychiatric Social Worker
430 West Center Street
Pomona, California

Catholic Welfare Bureau - Whittier
Mrs. Jean Busbee, Psychiatric Social Worker
7727 South Painter Avenue
Whittier, California

Dept. of Public Social Services
Miss Joyce McIntyre, Social Worker
Mr. Sidney Latow, Social Worker
340 La Madera
El Monte, California

Dept. of Public Social Services
Miss Mary Ellen Doherty, Soc. Worker
138 West Holt
Pomona, California

Dept. of Public Social Services
Mr. John Berlin, Social Worker
5445 East Whittier Boulevard
Los Angeles, California

Household Finance Company
Mr. Richard Du Plain, Manager
17355 East Valley Boulevard
La Puente, California

Security First National Bank
Mr. John Flaherty, Asst. Manager
1633 North Hacienda Boulevard
La Puente, California

FINANCIAL AND OTHER WELFARE SERVICES - Continued

Social Security - Pomona
Mr. James Fleming, Asst. Mgr.
445 East Holt
Pomona, California

Valley Employer's Credit Union
Mr. Wendell Eriksson, Manager
350 North Hacienda Boulevard
La Puente, California

Veterans Administration
Mr. George Simendich, Veterans Claim Officer
1500 Service Avenue, Room 211
West Covina, California

West Covina City Employees Federal Credit Union
Mr. Donald Russell, Manager
1444 West Garvey Avenue
West Covina, California

Youth Employment Service
Mrs. Scott, Counselor
2035 South Hacienda Boulevard
Hacienda Heights, California

PHYSICAL HEALTH SERVICES

Fifth Avenue Medical Center
Mr. Jack Woodruff, Admin.
18419 East 5th
Rowland Heights, California

Hartland Hospital
Mrs. Terry Fry, Admitting Clerk
14148 East Francisquito
Baldwin Park, California

Kaiser Clinic
Mrs. Marge Cameron, Supervisor
1539 West Garvey
West Covina, California

PHYSICAL HEALTH SERVICES - Con't

Kaiser Hospital
Mr. Larry Des Marais,
Supervisor of Admitting
4867 Sunset Boulevard
Los Angeles, California

La Puente Community Hospital
Mrs. Judy Douglas,
Admitting Supervisor
16195 East Main
La Puente, California

Los Angeles County Health Dept.
Mr. Rex DuVall, Dist. Director
3550 North Eastmont Avenue
El Monte, California

Los Angeles County Health Dept.
Mrs. Barbara Williams,
Assistant Nurse
3550 North Eastmont Avenue
El Monte, California

Los Angeles County Hospital
Mr. Marshal Cohen, Hospital Admin.
1200 North State, Room 1112
Los Angeles, California

Queen of the Valley Hospital
Mr. Adrian Sullivan, Admin.
1115 South Sunset Avenue
West Covina, California

Visiting Nurses Association
Mrs. Peggy Keidel, Business Admin.
230 West Orange Street
Covina, California

CIVIC SERVICES

Mrs. Adylene Fine
15505 Maplegrove
La Puente, California

Mr. John Garro
18045 East Valley Boulevard
La Puente, California

CIVIC SERVICES - Continued

La Puente-Industry Chamber
of Commerce
Mr. Cecil England, Manager
15917 East Main Street
La Puente, California

Mr. Albert Laulive
15832 East Main Street
La Puente, California

Mr. Allen Le Fevre
15900 East Main Street
La Puente, California

Mr. Joseph Montoya
827 Peggy
La Puente, California

Mr. Jerry Singer
727 North Glendora Avenue
La Puente, California

Mr. Robert Sorensen
2122 Hacienda Boulevard
Hacienda Heights, California

RELIGIOUS SERVICES

Diamond Bar First Baptist Church
Dr. Ralph Boyett, Pastor
20480 5th Avenue
Walnut, California

First Southern Baptist Church
Pastor Norris Fulfur
California and Fairgrove Streets
La Puente, California

St. Joseph's Catholic Church
Rev. Edward Callahan, Pastor
555 North Glendora Avenue
La Puente, California

Wesleyan Methodist Church
Pastor Donald Dorr
400 North Sunset
La Puente, California

LIBRARY SERVICES

Hacienda Heights Library
Miss Edity Emery, Librarian
2054 Hacienda Boulevard
La Puente, California

La Puente Library
Mrs. Antoinette Bohling, Library Asst.
15835 East Main Street
La Puente, California

West Covina Library
Mrs. Ruth Keeler, Librarian
1601 West Service Avenue
West Covina, California

EDUCATIONAL SERVICES

Hudson Elementary School
Hudson School District
Mr. Wesley Hollingsworth, Principal
15839 East Rowland
La Puente, California

La Puente High School
La Puente Union High School Dist.
Mr. Ted Hornstra, Principal
15615 East Nelson
La Puente, California

La Puente High School
La Puente Union High School Dist.
Mr. Thomas Quinn, Coach
15615 East Nelson
La Puente, California

Los Altos High School
La Puente Union High School Dist.
Mr. Ted Barr, Teacher
15325 East Los Robles Street
Hacienda Heights, California

Operation Headstart
Rowland School District
Mr. Elsworth Lewman, Coordinator of Educational Media
1830 South Nogales
Rowland Heights, California

EDUCATIONAL SERVICES - Continued

Sparks Jr. High School
Hudson School District
Mr. George Bolz, Principal
15100 Giordano
La Puente, California

Valley High School
La Puente Union High School District
Mr. Steve Campbell, Principal
15359 East Proctor
City of Industry, California

Valley High School
La Puente Union High School District
Mr. Gary Boehmer, Counselor
15359 East Proctor
City of Industry, California

Valley High School
La Puente Union High School District
Mr. Scott Fox, Teacher
15359 East Proctor
City of Industry, California

RECREATIONAL SERVICES

Hudson Recreation Department
Mr. Robert Sanchez, Director
1058 North California Avenue
La Puente, California

Hudson Recreation Department
La Puente City Park
Miss Sally Gustafson, Recreatio Director
La Puente, California

La Puente Little League
Mr. Dale Wood, President
15220 East Moccasin
La Puente, California

RECREATIONAL SERVICES - Continued

La Puente Little League
Mr. James Spaulding, Secretary
14957 Giordano
La Puente, California

Puddingstone Dam
Mr. Samuel Hamlin, Maintenance Director
Gate Three
San Dimas, California

West Covina Parks and Recreation Department
Mr. Kirk Wilson, Recreation Superintendent
1650 West Garvey
West Covina, California

TABLE XI

DATA REDUCTION FORMS

1. Form A
2. Form B
3. Form C
4. Form D
5. Form E
6. Form F
7. Form G

SAMPLE **FORM A**

Subgroup: Father - Anglo - For Boys

Master List Number	Tally of "Necessary"	"Necessary" X Two	Tally of "Helpful"	Total Weighted Response
1	𝍸 III	16	IIII	20
2	III	6	𝍸 IIII	15
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				

SAMPLE

FORM B

Master List Number	Anglo Father Girl	Anglo Mother Girl	Mex/Amer Father Girl	Mex/Amer Mother Girl	Anglo Father Boy	Anglo Mother Boy	Mex/Amer Father Boy	Mex/Amer Mother Boy
1	17	24	20	26	14	20	16	20
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								

SAMPLE FORM C

Master List No.	Anglo Father-Boy		Anglo Father-Girl		Total Anglo Father	Anglo Mother-Boy		Anglo Mother-Girl		Total Anglo Mother	Mex/Amer Father-Boy		Mex/Amer Father-Girl		Total Mex/Amer Father	Mex/Amer Mother-Boy		Mex/Amer Mother-Girl		Total Mex/Amer Mother
	R	NR	R	NR		R	NR	R	NR		R	NR	R	NR		R	NR	R	NR	
1	6	1	5	0	12	9	0	6	0	15	4	0	1	1	6	6	0	4	0	10
2																				
3																				

SAMPLE FORM D

Master List No.	Resp. (R)	No Resp. (NR)	R + NR X 2	Actual Values	% of Resp.	% of No Resp.	Master List No.	Resp. (R)	No Resp. (NR)	R + NR X 2	Actual Values	% of Resp.	% of No Resp.
1	18	0	36	36	.100	0	36	19		38	30	.79	
2	18	0	36	34	.94	0	37	19		38	16	.42	
3	17	1	36	29	.81	.06	38	18		36	16	.44	

SAMPLE

FORM E

Subgroup: Mexican-American Parents - Boys

Area: Health and Safety

Percent	Master List Number	Percent	Master List Number	Percent	Master List Number
100	15				
	16				
	21				
	23				
	25				
	28				
	30				
	31				
	32				
92	7				
	9				
	10				
90	18				
87	19				
	24				
	26				
	27				
84	3				
	8				

FORM F

	EXPECTATIONS														CAPABILITIES									
M.L.	Anglo		Mex/Amer		Mothers		Fathers		Parents		Comm. Ldrs.		Total Resp.		Anglo		Mex/Amer		Mothers		Fathers		All Parents	
No.	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B

SAMPLE FORM G

SEX: ________

	Anglo Fathers				Mexican-American Fathers				Anglo Mothers				Mexican-American Mothers			
M.L. No.	Yes	No	Don't Know	Per-cent	Yes	No	Don't Know	Per-cent	Yes	No	Don't Know	Per-cent	Yes	No	Don't Know	Per-cent